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A multi-phased demonstration and research project was established to assist with rehabilitation problems of severely disabled and handicapped persons. Services made available were: (1) evaluation of the individual's vocational potential, (2) work and personal adjustment programs, (3) training courses not available through traditional sources, (4) guidance in placement service, and (5) research in evaluation and testing procedures. General objectives were: (1) to search for and apply knowledge, methods, and techniques previously acquired, (2) to increase the number of employable handicapped, (3) to strengthen and increase community resources for vocational rehabilitation, and (4) to initiate programs of research within problem areas. Some results were: (1) development of a system of simulated work tasks for evaluation of an individual's vocational potential for rehabilitation, (2) establishment of counseling and guidance services resulting in a combined personal adjustment-work adjustment approach to help the client achieve an optimal adjustment to the world of work, (3) initiation of a program of on-the-job training with emphasis on the acquisition of skills in areas for which training was not readily available through traditional local sources, and (4) determination that a placement counselor is necessary for the rehabilitation program. (DM)

ESTABLISHMENT OF A

VOCATIONAL EVALUATION-

WORK ADJUSTMENT UNIT

ED023855

FINAL REPORT

VT006418

SPRINGFIELD
GOODWILL INDUSTRIES, INC.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ESTABLISHMENT OF A VOCATIONAL EVALUATION - WORK ADJUSTMENT UNIT

SPRINGFIELD GOODWILL INDUSTRIES, INC.
285 Dorset Street
Springfield, Massachusetts

Final Report - February 1, 1967

This investigation was supported, in part, by a research and demonstration grant, number RD873, from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare, Washington, D.C. 20201

FOREWORD

The Board of Directors of Springfield Goodwill Industries, Inc., is honored to present the final report on Vocational Rehabilitation Administration Project No. RD873 entitled "Establishment of a Vocational Evaluation - Work Adjustment Unit". The Rehabilitation Committee of the Board of Advisors feels that this final report is a significant development in the Vocational Evaluation - Work Adjustment field and the comprehensive data incorporated might well serve as an operational guide for any sheltered workshop seeking to establish a Vocational Evaluation - Work Adjustment Unit.

We wish to acknowledge the faith, strength and leadership of the late Thomas F. Donnellan and Colonel Henry Heim in making this Vocational Evaluation - Work Adjustment Unit a reality. We express our gratitude for the cooperation and steadying hand of A. Ryrie Koch, Regional Director of the Vocational Rehabilitation Administration, and his staff.

The acceptance and participation by the Massachusetts Rehabilitation Commission, the Massachusetts Commission for the Blind and the Bureau of Vocational Rehabilitation of Connecticut is actively demonstrated by their direct referral of the 424 clients covered by this report.

Springfield Goodwill Industries, Inc., is pleased to report that since the termination of Federal subsidy, the Vocational Evaluation - Work Adjustment Unit is operating on a self-supporting basis, with an ever increasing number of client referrals.

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VOCATIONAL EVALUATION UNIT

I. INTRODUCTION

On 1 June 1961 the Springfield Goodwill Industries submitted to the Office of Vocational Rehabilitation a project proposal for the establishment of a multiphased demonstration and research unit for the vocational evaluation of severely disabled, mentally retarded, and emotionally disturbed individuals. This proposal was approved and the project began operations on 1 March 1962. The present report covers the operation of this unit from that date until 30 April 1966, at which time Federal funds were discontinued. The Vocational Evaluation Unit continues to operate as a permanent integral part of Springfield Goodwill Industries, serving the western Massachusetts and northern Connecticut areas. It is now financed entirely by local funds. It is widely accepted by the rehabilitation agencies of these areas, and continues to receive an increasing number of referrals.

A. Antecedents of Project:

1. Survey of Vocational Rehabilitation needs of the Springfield area.

Prior to the grant application an informal community survey by this agency, which involved representatives of local public and private agencies concerned with the vocational rehabilitation of the disabled and the handicapped (District Office of Massachusetts Rehabilitation Commission, Cerebral Palsy Association of western Massachusetts, Hampden County Association for Retarded Children, Heart Association for Retarded Children, Mental Health Association of greater Springfield), revealed that none of the residents of this area known to the above mentioned agencies had taken advantage of the existing vocational rehabilitation facilities outside of the area. The primary reasons cited were that potential clients knew relatively little about the work of these facilities, and also that these agencies did not solicit clients from the western Massachusetts area. In addition, the need to travel and to live away from home acted as a deterrent for those western Massachusetts residents who might utilize such facilities were they located within their area.

During the survey, there was elicited a high degree of concensus in regard to the following:

(a) A vocational evaluation facility must be an integral part of the community which it purports to serve, since adequate planning and cooperation among the personnel of different agencies are best achieved under conditions of shared understanding and appreciation of available local resources.

(b) A community oriented vocational evaluation facility, keenly aware that its success depends upon cooperation with local industry, will promote local interest in hiring the handicapped to a far greater extent than an "outside agency" which may not enjoy the advantage of local identification.

Without any exception, there was an expression of strong feeling among the community planning agencies and the greater Springfield United Fund that the establishment of a Vocational Evaluation facility for the western Massachusetts area would be needed in the rounding out of the overall scope of fine local rehabilitation and treatment facilities.

Establishment of the proposed Vocational Evaluation Unit for persons handicapped by mental retardation, neuro-psychiatric and other disabilities could be expected to greatly assist the Massachusetts Rehabilitation Commission in providing appropriate services to clients of this area. In particular, the agency would be in a better position to make available to them such training and placement opportunities as are present locally. In this connection it is well to note that the western Massachusetts area offers a diversity of rehabilitation opportunities in industry, and the proper utilization of these through training and placement would be enhanced as a result of adequate vocational evaluation.

In summary, a lack of proper evaluation and training facilities was seen by all concerned as the greatest obstacle to more effective vocational rehabilitation of the mentally retarded, of whom, based on national average figures, the western Massachusetts area was estimated to contain some 2,800, most of whom could be expected to be unemployed because of their disability. Finally, the development of a local vocational evaluation facility was seen as a catalyst which would promote greater cooperation among existing community rehabilitation agencies.

2. Related prior OVR Research and Demonstration Projects.

In the development of the vocational evaluation unit, the experience of prior projects was drawn upon. Reports were received, and procedures were adapted and extended where indicated. In particular, the experiences of the Vocational Adjustment and Evaluation Center of the Chicago Jewish Vocational Service, and the New York Association for Help to Retarded Children Work Adjustment and Occupational Training Center were drawn upon. In addition, the reports of other centers then available were studied, notably the Work Adjustment Program of the Indianapolis Goodwill Industries, and the Work Adjustment Center of the Jewish Employment and Vocational Service of Philadelphia. (See bibliography for additional entries)

The Project Director and the Psychologist visited the Jewish Vocational Service in Chicago, and familiarized themselves with procedures there at first hand. The entire project staff spent a day at the AHRC Workshop in New York City for the same purpose.

B. The Community Setting and Relationships:

Springfield is one of the belt of industrial cities located in western Massachusetts along the Connecticut River. The others are Holyoke and Chicopee, as well as various smaller communities. This is an area that in the past has had textile and paper industries as well as various forms of other manufacturing. During World War II this area was economically active, but after the war a gradual decline set in as old line established industries moved out. Only gradually, has there been a renewal of industrial activity as newer light manufacturing companies have moved into the area.

At the time of the establishment of the Vocational Evaluation Unit in 1961 the employment picture in western Massachusetts was particularly deprived. During the existence of the Vocational Evaluation Unit industrial activity has greatly increased and the employment picture has improved. With the completion of major highways, in particular Route 91 and the Massachusetts Turnpike, this area is again returning into the main stream of commercial and industrial activity. The greater Springfield area, including its surrounding communities, contains approximately 480,000 people. This area is served by a number of major treatment facilities. These include the Northampton State Hospital for the emotionally ill (population 2,200), the Veterans Administrationg Hospital in Leeds for neuro-psychiatric patients (population 1,000), the Westfield State Sanatorium for pulmonary tuburculosis and chronic disease (population 150), the Monson State Hospital for neuro-muscular disease (population 2,000), the Belchertown State School for Mentally Retarded (population 850), the Springfield Hospital, the Springfield Municipal Hospital, the Mercy Hospital, the Wesson Memorial Hospital, and a number of other institutions.

In the past the method of operation of each of these institutions has been to work primarily with its own patients and, where indicated, with their relatives. Each institution has tried to provide, as far as possible, its own follow-up services, and has tried to make, where indicated, its own effort at rehabilitating its discharged patients. Needless to say, the quality of these services has not been uniform, and except for occasional referrals to Massachusetts Rehabilitation Commission there has been little in the area to focus or serve as a point of coordination for the follow-up and rehabilitation activities of these various institutions. The approach of the local medical groups has been to refer patients to whatever outside rehabilitation centers they happed to have heard about, with the result that those of lesser financial means are often unable to take advantage of these services.

Prior to the establishment of the Vocational Evaluation Unit, Springfield Goodwill Industries had already been providing the Massachusetts Rehabilitation Commission with a number of On-The-Job Training and Sheltered Workshop placement opportunities. These services have been extended and have become an integral part of the vocational evaluation program. As a result, there has been increased interest in, and use made of the unit by the Massachusetts Rehabilitation Commission. This is indicated by the fact that between March 1962 and April 1966 358 clients were evaluated for the Massachusetts Rehabilitation Commission, out of a total of 434 individuals who passed through the unit.

During the existence of the Vocational Evaluation Unit, some of the community relationships have changed. These changes will be discussed in the section "Impact on Community".

C. The Physical Facilities of Goodwill Industries and the Project during the course of the Program:

From the beginning of the project until September 1963 the Vocational Evaluation Unit was housed on the 5th floor of the Goodwill Industries building in downtown Springfield. This location was in the heart of the business district of the city and was easily accessible by public transportation. Access to the unit was by elevator or by stairs. It was adjacent to the industrial contract department which was also on the 5th floor. The floor area of the unit was 40 x 80 feet. In addition, office space was provided for the staff on the same floor.

The project area was equipped with suitable work benches and tables. However, it became apparent during the first year of operation that this location was inadequate and that access for handicapped persons was difficult and at times somewhat hazardous. In October 1963 a first floor location became available in the Goodwill building. This eliminated the need of access by stairway or elevator, there was improved lighting, additional office space became available and, in general, the operation of the unit was improved by its new location. In September 1964 the entire Goodwill Industries moved to a modern, one-story industrial building in the south end of Springfield. This new facility contains 70,000 square feet of factory space, of which the vocational evaluation and work adjustment unit occupies 6,000 square feet. It continues to be adjacent to the industrial sub-contract department. This type of building is extremely helpful in providing a work-like atmosphere because the various departments are not physically partitioned off. The evaluees and those clients undergoing work adjustment are able continuously to view the existing work activities. This new building is located on a 13 acre tract of land and thus has ample room for outdoor recreational activities, as well as space for future expansion.

D. Purpose and Rationale of the Project:

A multi-phased demonstration and research project was established for severely disabled and handicapped persons, with particular emphasis on the mentally retarded and emotionally disturbed. The purpose was to assist individuals, public and volunteer agencies concerned with the problems of rehabilitation so that they could more efficiently plan and initiate effective vocational rehabilitation programs. This was accomplished by filling what were then the largely unmet needs in the total area of planning vocational rehabilitation programs for clients in the western part of the Commonwealth of Massachusetts. The types of services which were to be made available, and the order of priority in which they were to be established were as follows:

1. Evaluation of the individual's vocational potential for rehabilitation.
2. Work Adjustment and Personal Adjustment Programs
3. Such training courses which were not available and feasible through traditional sources.
4. Guidance in placement service for clients of the project through cooperation with official agencies, such as, the Massachusetts Rehabilitation Commission, the U. S. Employment Service and the Springfield Hospital Rehabilitation Center.

5. Research in the evaluation process and testing procedures as well as in the comparative value of training and conditioning procedures.

6. General objectives of the Vocational Evaluation Unit. At the time of the establishment of the vocational evaluation unit the general objectives of the project were stated as follows:

   (a) To search for and promptly to apply the knowledge, methods and techniques acquired through the Office of Vocational Rehabilitation sponsored and related research projects, established workshops, institutions, business and industry.

   (b) To increase substantially the number of employable handicapped persons by preparing the disabled for training in skills, or occupations, in demand within the area.

   (c) To strengthen and increase the community resources and services for the vocational rehabilitation of disabled and handicapped persons. Existing resources available at the time of the establishment of the unit did not adequately serve community needs through the traditional approach and methods.

   (d) To initiate programs of research within problem areas of vocational evaluation of the mentally retarded, the emotionally disturbed and the blind.

7. Specific objectives. The above general objectives were spelled out more specifically as follows:

   (a) To assess the client's potential for vocational rehabilitation in its broader aspect, through a process of evaluation and simulated and actual employment conditions.

   (b) To provide a program of counseling, guidance, encouragement and work for the purpose of developing and improving the client's work tolerance, good work habits and personal adjustment in preparation for either vocational training or employment (competitive, sheltered or self-employment); and a program for those who may not achieve vocational rehabilitation, but who, through adjustment and self-care, may improve their situations.

   (c) To offer training courses for the disabled which are not generally available or feasible through existing training programs in the community; these to be kept within the present and future scope of the equipment, facilities and personnel available at Springfield Goodwill Industries.

   (d) To assist clients in their search for employment through cooperation with available and established placement resources, i.e., Massachusetts Rehabilitation Commission, Division of Employment Security and the JOB Program.

(e) To adapt and utilize the present space and wide variety of machinery and equipment used in the trades and occupations represented within the Springfield Goodwill Industries. (The project was not intended to duplicate services already available to its clients)

(f) To make effective use through the Vocational Evaluation Unit of knowledge, methods, techniques and procedures obtained from related OVR research-demonstration projects, such as the ones developed by the Institute for the Crippled and Disabled of New York, the Goodwill Industries of America, the New York Association for Help to Retarded Children and the Jewish Vocational Service and Employment Center in Chicago.

(g) To provide opportunity for research in the various areas related to the above objectives.

(h) To support, through affiliation, such professional societies and organizations as may contribute to the development and growth of this demonstration project.

II. PROJECT PROGRAM

A. Type of Project established

The project, as it was established, was a multi-faceted one, the core of which was the Vocational Evaluation Unit. This Vocational Evaluation Unit was built around the use of various simulated work situations that were specifically developed for this project to serve as test vehicles. In addition, various traditional vocational evaluation and psychological testing instruments were used as required. In order to broaden the vocational evaluation phase and to add a greater variety of situations, as well as to introduce more varied and realistic types of supervision, clients were also placed in various work activities in the main part of the sheltered workshop as part of the evaluation procedure. This was usually done in the latter part of the evaluation process. Prior to vocational evaluation a thorough intake procedure was carried out, involving intake interviews, background investigations and consultation with other agencies. As the project progressed it became increasingly apparent that many of the clients required something beyond vocational evaluation and a work adjustment program was established as part of the project in which clients could be trained over a more prolonged period in the skills and habits that go along with successful work. For those clients who needed training in specific job skills, a number of specific on-the-job training situations were devised. This involved prolonged training of the clients upon completion of the evaluation phase. For these training programs job specifications and training procedures were developed.

B. Development of Staff

Immediately upon the award of the grant from the Office of Vocational Rehabilitation, the executive committee and rehabilitation committee of Springfield Goodwill Industries, appointed the then current Rehabilitation Director as the Project Director. His duties from then on were confined to project matters. Initially the unit was staffed by an Evaluation Supervisor, and by a Secretary. The Psychologist was added to the staff of the project shortly after its inaugeration. Towards the end of the first month of the project operation a second Evaluation Supervisor was hired and in July 1961 the Social Worker assumed her duties.

A major addition in the staffing pattern was the hiring of a Placement Officer on July 15, 1963. His background included personnel work in counseling for the past 30 years. His knowledge of industry in this area, his numerous contacts and his counseling skills provided a great asset to the unit. His function was to work in close coordination with the referring agencies such as counselors from the Massachusetts Rehabilitation Commission, the Division for the Blind and the Bureau of Vocational Rehabilitation for the State of Connecticut.

The specific areas of responsibility and job requisites for each of the above positions was worked out as follows:

1. Project Director - Areas of Responsibility

   (a) Establishment, administration and direction of the Vocational Evaluation Unit in accordance with the agency's policies, standards and committments.

   (b) Coordination of all services as well as their integration through staff conferences and personal directives for the purposes of the most efficient operation and accomplishment of the objectives of this project.

   (c) Direction of program development and supervision of records.

   (d) Representation of the Vocational Evaluation Unit before interested individuals and organizations.

   (e) Periodic reporting to the Springfield Goodwill Industries Rehabilitation Committee on the progress of the project, seeking counsel and assistance from this committee and its professional advisors regarding problems involving the progress of the project.

   (f) Presentation of the annual progress reports to the Rehabilitation Committee Chairman and, through him, to the President of the Springfield Goodwill Industries, Inc.

   (g) Preparation of the annual budget for the Vocational Evaluation Unit.

   (h) Maintenance of a close working relationship with the District Office of the Massachusetts Rehabilitation Commission and other referring agencies. Reporting the progress of clients in evaluation-work adjustment training programs. Requesting special services when the need for these is indicated by the professional staff of the Vocational Evaluation Unit.

   (i) Supervising the vocational counseling services of the Vocational Evaluation Unit.

   (j) General direction of, and participation in, studies and research efforts as these become necessary for the progress of the project.

   (k) Supervision of graduate students placed in the Vocational Evaluation Unit as a part of their vocational rehabilitation training at Springfield College.

   Job Requisites:

   The Project Director should be an individual who combines in his academic and practical experience, an administrative, psychological and vocational rehabilitation counseling background. Such a person will have worked in an industrial training center for disabled persons and should hold a minimum of a Masters Degree in either education, psychology or a related field. His experience, in addition, should include work with community agencies, both public and private, and he should be thoroughly familiar with the vocational evaluation and testing procedures employed with various disability groups.

2. Social Worker

(a) Areas of Responsibility:

(1) Establishment of intake and orientation procedure, obtaining social background information and other data which would assist the staff in the determination of the client's amenability to the services of the Vocational Evaluation Unit.

(2) Offering case work services to clients and their families to meet individual needs, such as the welfare needs, medical needs and needs arising in emergency conditions.

(3) Staff consultation regarding clients' social and vocational problems.

(4) Research participation.

(5) Inter-agency relationship regarding clients.

(b) Job Requisites:

The Social Worker must be a graduate of a recognized school of social work and should have some community agency experience. Also helpful would be direct experience of working with the disabled and their families.

3. Psychologist

(a) Areas of Responsibility:

(1) Direct testing services and assistance with interpretation of psychological testing data.

(2) Staff consultation regarding clients learning, management and evaluation.

(3) Assistance in research studies, in developing experiments and in program evaluation.

(4) Individual and group counseling of clients regarding personal adjustment.

(b) Job Requisites:

The Psychologist should be a person holding a Ph.D. Degree, and who has had some experience in both the clinical and the research phases of professional work.

4. Evaluation Supervisor (Senior)

(a) Areas of Responsibility:

(1) Primary responsibility for supervision of clients in the Vocational Evaluation Unit, providing them with assignments and instructions, and maintaining records on such matters as their attendance and performance on various job samples.

5. Evaluation Supervisor (Junior)

(a) Areas of Responsibility:

The Junior Supervisor's responsibilities will, in general, parallel those of the Senior Evaluation Supervisor. However, in all matters pertaining to the administration of the physical property, safety conditions and evaluation procedures, he will be directly responsible to the Senior Supervisor.

After the Project had been in operation for a little over a year, it became increasingly apparent that a Placement Officer, primarily responsible for the clients of the project, would be a most useful staff addition. His areas of responsibility and job requisites were worked out as follows:

6. Placement Officer

(a) Areas of Responsibility:

(1) Job Development - contacting employers to find out if it is possible or feasible for them to hire or train clients from the project and to study their operations to see if such people can be used on their work. Securing contracts from various concerns for work adjustment and placement of the individual after training. Also, a study of their production to determine where this particular operation will fit into the overall operation.

(2) Working with outside industry developing job specifications and training programs.

(3) Observation of clients while on work evaluation, work adjustment or training here at the Springfield Goodwill Industries.

(4) Providing of practical occupational information geared to the individual's capacities and needs.

(5) Placement in conjunction with referring agencies and employment agencies.

(6) Follow-up. People placed from the Project will be given continued support as they begin their life in the world of work. Also, liaison will be maintained with local industrial concerns who have taken members of the Project.

(b) Job Requisites:

The Placement Officer should be a person with a background which includes personnel work, counseling, and direct industrial placement experience. He should be knowledgable about the various industries in the area as well as the various public and private agencies whose function is the placement of handicapped individuals. An appropriate college degree is desirable for this position.

C. Staff Orientation

The philosophy of the Vocational Evaluation Unit about the roles of the various staff members was in keeping with the general character of the physical facilities. The clients have been encouraged to perceive the total setting as an industrial work situation and to relate to evaluation and work adjustment supervisors as work foremen, and not as if they were social workers, rehabilitation counselors or psychologists. This has contributed greater validity to the evaluations. In addition, this approach is in keeping with the basic philosophy of the Goodwill Industries, which historically has operated with the use of industrial, non-professionally trained work supervisors.

Throughout the program, the evaluation and work adjustment supervisors have received constant support and assistance from the professional staff. In addition, members of the non-professional staff were given an opportunity to attend Springfield College in order to matriculate in various courses dealing with rehabilitation philosophies, concepts and various disabilities so that they were provided with a general orientation to Vocational Rehabilitation and could better understand the functions and duties of the professional staff. This allowed for a harmonious team approach with the various clients.

Perhaps of greatest value in staff training were daily and weekly staff conferences dealing with actual problems with clients. A deliberate attempt was constantly maintained to relate individual case problems to larger issues of evaluation and work adjustment. Thursday afternoon staff conferences were held with the specific idea in mind of exchanging concepts and feelings regarding actual situations at the unit as related to theory.

Friday afternoon staff meetings with the representatives of referring agencies also proved to be of unmeasurable value as a training tool. Of great assistance to the staff was the supporting staff of Springfield Goodwill Industries, the medical consultant, psychiatric consultant and the consultant on training programs. The assistance to the staff in problem situations requiring their professional knowledge, insight and skills, was most appreciated.

In order to further upgrade the skills and breadth of experience of the staff, a planned program of visitation to other rehabilitation programs was also undertaken. All the members of the staff took part in these visits. All visitations were made the subject of discussion among the staff members with the view of adapting procedures and practices employed at these centers wherever practical.

D. Procedures Used

1. Intake

(a) Referral Methods: Throughout its existence the philosophy of the Vocational Evaluation Unit has been to maintain a very liberal intake policy as to types and severity of disabilities. It has been the belief of the Springfield Goodwill Industries Board of Directors and Rehabilitation Staff that a sheltered workshop and, more specifically, a Vocational Evaluation - Work Adjustment Unit can best meet the needs of the various public and private vocational rehabilitation agencies by offering services to the more severely and multiply handicapped clients.

The vocational evaluation services of this agency thus are available to all vocationally handicapped residents of the western Massachusetts area and bordering counties of the states of Vermont and Connecticut who are of employable age. All clients must be referred by recognized community agencies concerned with the vocational rehabilitation of disabled persons. The vast majority of referrals has come from the following agencies: Massachusetts Rehabilitation Commission, Massachusetts Division for the Blind, Connecticut Rehabilitation Bureau and the Veterans Administration.

In addition to the usual referrals, the Project Director, as well as the Executive Director of Springfield Goodwill Industries, receive numerous inquiries and referrals regarding the rehabilitation services offered by the unit. It is the policy, which has been rigidly adhered to, that all such inquiries are referred back to the appropriate rehabilitation agencies. The philosophy of the vocational evaluation unit is to work in conjunction with other vocational rehabilitation agencies. We fully realize that for many clients we cannot offer a complete vocational rehabilitation program, and that the official agency charged with the vocational rehabilitation for the physically and emotionally handicapped is the Massachusetts Rehabilitation Commission. We offer the agencies what services we have available and it is for them to decide whether or not their client would benefit from these services. In addition, the final report of the vocational evaluation can only make certain recommendations. These recommendations are best understood by the professionals employed in the various vocational rehabilitation agencies. It is they who must make the decision whether or not they wish to follow our recommendations.

The actual referral of a client is performed in a rather informal manner. This is basically due to the good rapport that the Evaluation-Work Adjustment Unit has established with the various counselors from the referring agencies. The counselor of the referring agency contacts the Social Worker and briefly describes the client and the reasons for referral. A date is then given to the referring counselor as to when his client may commence evaluation. Prior to the admission of the client, the referring counselor submits data pertaining to the medical, psychological and social backgrounds which spell out known abilities and limitations of his client.

(b) Intake Interview: The intake and initial orientation of the client is the responsibility of the unit's Social Worker. This is usually preceded by a conference with the counselor of the referring agency, during which background data is discussed with specific emphasis on the vocational, psychological, medical and social aspects of the client's history.

During this discussion the referring agency's problem with this particular client is defined in operational terms and the role of the unit in the solution of this problem is clarified. The intake of clients is usually scheduled for Mondays. The initial interview with the client is designed to gain preliminary information concerning the client's readiness for the unit's services in terms of his personal adjustment and degree of mobility. The initial interview follows a rather set format so that necessary academic, vocational and other background data can be collected with facility. When the client is unable to provide this information himself, the Social Worker tries to obtain it from collateral services such as parents, other relatives, school counselors or physicians.

(c) Social Service Work: Upon the conclusion of the formal part of the interview the Social Worker attempts, through a less formal discussion and a personal tour of the unit, to orient the client concerning the services and the expectations of the unit. If the client agrees to cooperate he is then introduced to one of the Evaluation Supervisors and is instructed regarding the unit's evaluation and work procedures.

In addition to the above described intake interview, it is the duty of the Social Worker to obtain social background information and other data which will assist the staff in determining the client's amenability to the services of the Vocational Evaluation Unit. In addition, the Social Worker offers case work services to clients and their families to meet individual needs, such as welfare and medical needs, and needs arising in emergency situations. The Social Worker further participates in consultation with the staff regarding client's vocational and social problems. Another major function of the Social Worker is the supervision of the submission of data by other agencies and sources, such as medical records, previous rehabilitation and hospital records, employment records, etc. Also, the Social Worker is the primary person in facilitation interagency relationships regarding clients. For example, in a given case the Social Worker might visit the Mass. Rehabilitation Commission office, the Veterans Administration Hospital, or other agencies which refer clients.

It is important to emphasize the need for rapidly obtaining records and information from other sources as this area is often a particularly difficult one. This is of vital importance in a program where a client may only participate for a short period as four weeks. It thus has become a primary responsibility of the Social Worker to obtain and coordinate the client's rehabilitation records.

(d) Medical Consultation: A physician is attached to the Vocational Evaluation Unit on a part time basis as medical consultant. It is his function to review medical records submitted by referring agencies and to translate this information into meaningful terms for the staff of the Project. If specific medical problems arise with a particular client the medical consultant may examine him. Any findings and recommendations are reported to the referring agencies for action. In addition, the physician provides occasional in-service training seminars for members of the project staff.

The services of the medical consultant have been found to be particularly valuable in interpreting medical records received from other places. These reports originate from a wide variety of sources such as mental hospitals, hospitals for epileptics, private physicians, etc. Some of these sources provide very adequate medical evaluations that are particularly useful to rehabilitation agencies, while others provide very limited reports. As a result, a considerable amount of medical sophistication is required to interpret these varying reports in terms meaningful to the staff of the vocational evaluation project.

Although not paid from project funds, there is also a nurse present at the Goodwill Industries. She works in conjunction with the medical consultant and is on the scene to provide nursing help at times of specific emergencies, such as minor injuries, or seizures occasionally suffered by epileptic clients while at work in the Goodwill Industries or in the Vocational Evaluation Unit.

(e) Liaison with Referring Agencies Personnel: Liaison with referring agencies personnel is maintained in a number of ways. There are weekly and bi-weekly written reports to these agencies, as well as a complete written final report. In addition, various forms of informal and verbal communication are maintained. Often this contact with agency personnel is particularly important. Some of the referring agency personnel visit the evaluation project on a regular basis every two weeks. Others maintain telephone and personal contacts on an irregular, but frequent basis. This continued, close involvement with the evaluation process results in the referring agency personnel feeling closely related to the evaluation unit. Thus they are able to better understand and accept recommendations made by the unit's personnel.

In addition, senior members of various agency staffs sit on the Rehabilitation Board of the Goodwill Industries. This board concerns itself with the operation of rehabilitation projects. Goodwill personnel, upon occasion, also go out and participate in the staff meetings of other agencies. It is important to emphasize that this type of frequent contact results not only in much greater acceptance and understanding of a project such as the present one by rehabilitation agencies, but also much increases the effectiveness of utilization of the project by them.

(f) **Staffing:** Although informal review of each case goes on daily, there is a formal case conference in which the client is discussed after he has been at the center for two weeks. The conference review team includes not only the unit staff, but also a representative from the agency which referred the case. This meeting results in a more integrated effort in that most personnel and referring agencies share information. It also permits the agency which assumes follow-up responsibility to maintain interest in its own cases. The Unit, in turn, obtains advice based on the referring agency's understanding of the case. This makes for more effective planning while the client is in the Unit. Since, in many instances, the case conference includes visitors who are interested in the vocational process, it serves as a most important education medium. Thus, there is a continuous flow of professionals and lay people who attend and get a first hand view of the careful, comprehensive way the staff studies its clients and the zeal and sincerity which plays such an important role in motivating the clients.

2. Evaluation

(a) **Goals:** In this part of the program the client's potential for vocational rehabilitation and development is assessed by means of actual and simulated employment situations. Such factors as attitudes toward work, ability to mobilize energy, quality and quantity of work, reaction to supervision, types of supervision needed, ability to withstand pressure, relations with co-workers, and self-concept are noted and evaluated. This information is integrated with such factors as family background, educational and vocational history, and psychological test results to produce a comprehensive vocational diagnosis of each client. This vocational diagnosis is then transmitted to the referring agency, for use by its staff in planning a rehabilitation program for the client.

This broadened emphasis followed an earlier one in which attention was focused more directly upon the client's vocational skills. However, it became apparent with experience, as well as upon visiting other work evaluation programs, that the difficulty facing many of the evaluees was not an ability to learn specific work tasks as such, but an inability to adjust to the general work setting and to initially exhibit the proper traits required of most workers. Their difficulties revolved around an inability to mobilize energies for work, inability to persist, inability to absorb pressures, lack of neatness, concentration, acceptance of regulations and other factors important in a work setting.

(b) Means of Evaluation

(1) Vocational and Psychological Tests: Traditionally, vocational testing situations used to rely heavily on paper and pencil instruments, such as, intelligence, interest and aptitude tests. Experience with these, in this and other situations, indicated that they are usually not very useful by themselves, particularly when dealing with individuals who are debilitated through illness or who are of low intelligence. This is the reason for the existence of the present project with its emphasis on actual work tasks. However, within certain limits, traditional vocational and psychological tests are used in this project also. The majority of evaluees are administered the WECHSLER ADULT INTELLIGENCE SCALE if it has not previously been given. Some paper and pencil interest tests are used with those individuals whose intelligence and scholastic background permits it. In addition, where feasible the basic scholastic competence of the individual is assessed with the use of the WRAT.

(2) Simulated Work Tasks: In addition to the above mentioned psychological tests a series of simulated work tasks were developed for the evaluation of clients in this project. These consist of:

a. Routine repetitive gross tasks, such as, bag folding, placement of inserts into boxes, bagging of marbles, etc.

b. Tasks requiring the making of simple choices, or responding to specific alternatives, such as, simple visual inspection tasks (good or bad pieces), shoe repairing, simple gauged inspection (go or no-go), etc.

c. Tasks calling for greater exercise of discrimination, or for gross coordination such as, a fence gate hinge assembly, placement of various colored marbles in specially designed trays, and screw sorting.

d. Tasks requiring moderate exercise of judgement, finer discrimination, application of less concrete instructions, manipulative dexterity, perception of relationships of multiple choice (such as, card filing and folder and insert filing), crating, custom packaging, copy typing, clerical machines, addressograph, multilith, etc.

e. Tasks depending for their execution upon symbolic and problem solving activity, complex visual organization, orderly step by step procedure, highly sensitive dexterity (such as complete resistence coil winding), preparation of slips for truck calls, computation of wages, etc. Performance on all these tasks is measured quantitatively in percentages of the norms of performance and qualitatively in terms of observed behavior.

In the selection of these various tasks a determined effort has been made to select activities which have considerable face validity so that they will not seem objectionable or trite to the evaluees. As a result, the majority of the simulated work tasks are constructed from actual industrial parts, such as plumbing fixtures, fence hinges, commercial hardware, etc.

(3) Actual Work Situations: Upon determination of the client's functioning level he is assigned to work on production tasks at approximately the same level of difficulty. Here industrial standards and demands are enforced and the client's responses to these are the main concern of the work supervisor and the staff. These industrial tasks are drawn from the general repetoire of industrial activities going on in the main portion of the Goodwill Industries sheltered workshop.

(4) Social Situations: In addition to being observed on the simulated work tasks and the actual work situation, clients behavior is also evaluated systematically in group settings. These involve group work settings where individuals may work together either on the same task or each on an individual task and also during breaks and in the cafeteria. In these settings much spontaneous interaction develops and it is often significant in terms of the total evaluation to know to what extent and with what degree of success the evaluees are able to socialize. Usually these observations have been made informally, but have been recorded systematically on the client's record.

3. Training

(a) Goals: With many clients it was noted that in addition to their handicap they lacked certain work attitudes and habits that were necessary before on-the-job training or competitive employment could even be contemplated. To bring them to a level where beginning entry to the occupational world could even be considered, a Personal Adjustment - Work Adjustment Training Program was developed. This program was recommended to the referring agencies as a next step for the client in cases where the initial evaluation indicated that it was necessary before training or placement could be recommended. In other situations, on-the-job training was required, often for skills that were relatively simple, and for which training was not readily available in the community. In other instances, more prolonged on-the-job training was needed, but in an environment that was more accepting of the clients physical or emotional limitations than is usually the case in vocational or industrial training placements. To answer these needs an on-the-job training program was also organized as part of the vocational evaluation unit.

(b) Means of Training

(1) Personal adjustment - Work adjustment training program

Personal adjustment - Work adjustment training has as its objective mobilizing energies, building tolerances and work habits for the stresses of work and competencies for the selected activities that constitute work. The emphasis is on the development of productivity and the factors which make for a good worker; persistence, ability to absorb pressures, neatness, concentration, acceptance of regulations, interpersonal relations, etc. Each client's program commences with a permissive climate and gradually progresses to the disciplined structured environment commonly found in competitive industry. The objectives are to promote personal adjustment to the general work setting and to help each client reach a point where he has the proper traits required of most workers. Each client is expected to reach, eventually, the point where his personal grooming, communications with other people and his behavior is acceptable by other people in competitive industry.

As the client's personal adjustment improves, the occupational orientation is gradually sharpened. To help the client develop an image of a good worker, organize his efforts and energies and acquire suitable work patterns. The Personal adjustment - Work adjustment program is carried on in a progressively less permissive atmosphere. Gradually more structured standards of quality and quantity are imposed. The Supervisor after consultation with the Rehabilitation Director, gradually introduces the kind of pressures that might be expected of one in a competitive work situation.

The Supervisor notes progress and submits reports which cover the general areas of the client's attitudes toward work, the steadiness of his work, his willingness to work and his output. Whether or not the client would respond to pressure for increased output and if he could tolerate the type of pressure necessary is also covered in the reports. The quality of the client's work is rated and a judgement made whether or not its quality can be improved under certain types of pressure. The client's physical and emotional tolerance for work are evaluated as well as his self-concept as a worker. His relation to co-workers and his reaction to various types of supervision are observed and integrated with other information.

(2) On-the-job Training - An extensive group of formalized on-the-job training programs was developed within the Goodwill Industries. These utilized the range of occupations and equipment available within the organization. Job descriptions and training specifications were written for all these programs. The occupations covered included such broad general areas as commercial laundry, pressing and sewing, shoe repair, radio and television repair, small and large appliance repair, furniture repair, spray painting, etc.

4. Placement

(a) Goals: Over the first 15 months of the Vocational Evaluation Unit's existence the nature of the client population gradually made it apparent that the program needed its own Placement Counselor. Although many clients were referred back to the referring agencies, or helped through the services of the Division of Employment Security, an increasing core group remained who looked to the Vocational Evaluation Unit for help in returning to the world of work.

In addition, with even the best of intention, other placement agencies are over-taxed by former mental hospital graduates, ex-prisoners, school drop-outs, etc., and find it difficult to give intense attention to such a wide spectrum of difficult cases. The experience of the local Veterans Administration Hospital and the local prison association indicates that a Placement man devoted to the particular interest of his own specialized group is a virtual "must" for a project to function adequately. The time required to develop programs and placements for the difficult cases is long. Thus a placement man was hired in July 1963. His two major functions were to develop training placements in business and industry for clients of the program, and to coordinate his efforts with other programs, particularly the state employment service.

5. Counseling

(a) Goals: The goal of both individual and group counseling has been to help the clients work through some of their feelings about themselves in their new, or often long vacated role as a worker and to become more effective in resuming their place in the world of work.

(b) Means of Counseling

(1) Individual counseling: Once a week during the client's stay in the evaluation or personal-work adjustment phase of the project he is seen by a staff member, either the Project Director or the Social Worker, for his weekly counseling session. The client's reactions to the project are explored and his behavior in relation to supervisors and co-workers is discussed. In addition concrete reports and observations from other staff members are considered. These include ability to increase output rates and improve quality, violation of work rules, or other inappropriate behavior which would be considered a barrier to employment.

(2) Group counseling: Weekly group counseling sessions are also held. Clients are encouraged to express their feelings about work in concrete terms. In addition, such specific issues as appropriate behavior during job interviews, filling out of employment applications and completing tax forms are discussed. At times role playing is used in these counseling sessions.

6. College Student Training Program

Springfield College has been interested in the vocational evaluation unit since its inception. Plans were developed and have been carried out which allow graduate students in the Vocational Rehabilitation Counseling Program to participate in the project as part of their experience requirements. The functions of and responsibility for each experience program have been defined.

Three different experiences in rehabilitation settings are required of all graduate students in the Rehabilitation Program at Springfield College. They are, 1) field work, 2) practicum, and 3) internship. The functions associated with each are described below. An important feature of these practical experiences in applied counseling is the constant evaluation provided by the professionally trained supervisor. Tape recordings, critique sessions, and written reports are some of the techniques used to make the counseling student aware of his progress and increasing competency.

FIELD WORK. The initial experience is called FIELD WORK. Its purpose is to provide an overview of the counselor's role in a variety of settings. Emphasis is on observation and evaluation. During the spring of the fifth year each student is given an opportunity to observe experienced counselors in five different agencies and to carry out some of the preliminary procedures in working with clients. In addition to spending two full days with each agency, students are expected to attend seminars and to prepare a paper pertaining to some major aspect of the agency visited. The paper is essentially a description of the student's own reactions to what he has observed.

Field work is not intended to be a passive experience. It is a time when the student, equipped with knowledge of some of the basic concepts in rehabilitation, should be able to make an assessment of centers devoted to the disabled. Participation should reflect the rudiments of professional maturity exemplified by, 1) a willingness to sustain judgement until sufficient data are collected, 2) an accepting, but inquiring attitude toward the unknown, and 3) a challenging, but creative mind which is able to recognize and utilize the positive aspects of a situation and to consider improvements of those factors which are less than optimal.

1. The students have the following designated responsibilities to become knowledgable about:
   - (a) The nature of the setting.
   - (b) Characteristics of the client population.
   - (c) The kinds of treatment offered
   - (d) The nature of discharge planning
   - (e) The nature of in-service training
   - (f) Research and publications

2. Through participation in the bi-weekly seminars, to integrate the knowledge about the setting in a meaningful way so as to lead to the formulation of further questions and/or to generate hypotheses about some aspect of the program.

3. To write a brief paper about the setting demonstrating an understanding of its function as a rehabilitation facility and incorporating the questions and/or hypotheses referred to above.

PRACTICUM. During the fall and/or winter of the sixth year the student spends four to eight hours a day per week in a Counseling Center as PRACTICUM. This is closely supervised experience directed toward the acquisition of competency in such counseling techniques as interviewing, testing, case evaluation, gathering of medical information, etc. In addition, the ethical issues of counselor functioning will be examined with respect to confidentiality, referrals, and acceptance of clients.

Designated responsibilities:

1. To gain proficiency in abstracting information from records and in writing a meaningful summary of it for use in counseling.

2. Whenever appropriate, to gain proficiency in consulting other agencies or personnel to whom the client is know for additional background information.

3. To gain proficiency in doing initial vocational intake interviews with clients for the purpose of determining their needs with respect to future evaluative counseling, and placement activities.

4. To gain proficiency as a vocational psychometrist through the administration of batteries of vocational tests.

5. To gain proficiency in consulting with work supervisors and/or employers in order to evaluate potential work settings in terms of their suitability for placement of the client.

6. To gain proficiency in writing a final report which integrates the results of all of the parts of the evaluation.

7. Depending upon the setting
    a. to gain proficiency in communicating the results of an evaluation to the client,
    b. to practice short-term supportive counseling techniques through a series of on-going interviews with one or two carefully selected clients.

8. In addition to duties directly involving clients, the student is expected to attend conferences, held in the setting during the time he or she is there, which are considered to be relevant to his or her current stage of training.

INTERNSHIP. A supervised INTERNSHIP is arranged during the Spring of the sixth year. A ten-week, full-time experience in a rehabilitation facility, is designed to provide an opportunity for the student to demonstrate and perfect his competency in all aspects of rehabilitation counseling under the supervision of an experienced rehabilitation counselor. Students are asked to prepare case presentations concerning clients with whom they are actively working.

The selection of an internship setting is looked upon as a highly individualized matter which must take into consideration the student's personal interests, his skills and weaknesses, along with the needs of the community and the responsibilities which the rehabilitation counselor must be prepared to meet in the future. It is meant to be an intensive confrontation with the demands of an agency, the problems of clients and the boundaries of one's own personality.

In addition to maintaining the responsibilities enumerated with the Practicum, students in internship will be expected

1. to acquire proficiency in formulating a comprehensive rehabilitation program with the client.
2. to acquire proficiency in making appropriate referrals in behalf of the client.
3. to acquire proficiency in promoting placement opportunities.
4. to acquire proficiency in conducting follow-up programs.
5. to demonstrate appreciation of the ethical aspects of their profession.
6. to demonstrate increased awareness of their limitations and abilities in fulfilling the role of a rehabilitation counselor.
7. using payshological principles and techniques, to demonstrate an understanding of the motivational aspects of clients as influenced by disability.
8. to coordinate the rehabilitation counseling activities with those of the sponsoring organization by team participation, report writing, consultation and mutual work on particular projects.
9. to share the responsibility for providing a learning experience for other students through seminar participation.

III. PROGRAM TECHNIQUES

A. Techniques Used

1. Simulated Work Tasks

(a) History: Basic to the evaluation of the client's vocational potential, a series of sample job situations have been developed. These follow the models provided by the Tower System of the Institute for the Crippled and Disabled, as well as by the Goodwill Industries of America. However, as the vocational evaluation unit has developed, it has become apparent that the severity of the clients' handicaps as well as frequent intellectual deficits required modification of previous procedures in the direction of greater reliance on verbal instructions, emphasis on instructions by demonstration, and increased importance of face validity of the tasks. Currently the vocational evaluation unit operates a number of testing stations designed to evaluate the abilities needed for mechanical assembly operations, clerical tasks, office procedures and other skills.

(b) Objective: The objective of the simulated work tasks is to provide a reasonably standardized testing situation for a variety of skills. In practice the administration of the various tasks has developed a clinical aspect, as instructions have had to be modified, demonstrations have been extended, and other changes have had to be made to accommodate the variety and severity of handicaps.

(c) Motivation: Reliance for the motivation of the client during the administration of the work sample tasks has been placed on standardized instructions, supervision by the work evaluation foreman, informing the client of the production or norm expected on the task, and on the innate motivating power assumed to reside in the test situation itself. During the existence of the evaluation unit it was realized that these assumptions were open to serious questions, and actual work tasks were increasingly introduced.

(d) Instruction: As previously indicated, standardized instructions were developed, but were frequently departed from in order to deal with clients with severe, multiple and intellectual handicaps. However, the staff in all cases was instructed in the importance of adhering to standard procedures as much as possible in order to maintain a reasonably common basis for comparisons.

(e) Scoring. A system of percentile scores was developed based on industrial time study nomenclature. A performance of 100% indicates the achievement of an industrial norm.

(f) Norms. Because of the severe handicaps of the client population, norms based on their performance were considered inappropriate. Norms were developed using the performance of non-handicapped Goodwill employees as a basis. Some of these employees had prior industrial experience while others had not. A rate of 100% can thus be considered a beginning industrial rate. A client achieving this level consistently would be considered ready to attempt application for competitive employment, provided that personal and work adjustment had also reached adequate levels.

(g) Validation. Due to the divergence of the client population in terms of severity and type of disability, as well as the wide variety of ultimate placements, it was extremely difficult to secure a controlled group for the purpose of formal validation. Follow-up investigations have indicated that the reports provided by the vocational evaluation unit have been substantiated by the final outcome of many of the cases. A second area of concern was the development of tasks with face validity in order to increase motivation and maintain client interest. Industrial parts, such as fence hinges, drawn from the Goodwill Industries sub-contract activities were utilized in developing tasks of good face validity.

(h) After the client has completed the simulated work tasks, decisions are made relative to his capacity to meet certain industrial norms. In addition, qualitative behavior is evaluated on scales which are patterned largely after the Chicago Jewish Vocational Service Employability Rating Scale. Such factors as attitudes toward work, ability to mobilize energy, quality of work, self-concept, etc., are noted. These factors plus other information obtained by staff personnel pertaining to overall determination of employability by work foremen, are combined to offer a diagnostic evaluation of the client.

(i) Description. The following pages contain the descriptions, objectives, instructions and scoring procedures for the various tasks.

TASK A1 SCREW SORTING

DESCRIPTION: Task consists of a tray divided into 12 sections, each section indexed by a particular size screw. There are 1,728 screws of 3 types, and 4 lengths in each type. A tray 15 x 18 to hold screws when thoroughly mixed at beginning of task.

OBJECT: Sort the screws into type and sizes as rapidly as possible. Measures ability to use discretion by size, shape, and color.

INSTRUCTIONS: "We have 3 types of screws in this task; chrome ovalhead, blued roundhead, and steel flathead. Each type has 4 different sizes with 1/4 inch difference between. You are to sort these into this tray by their respective sizes. The fastest way to do this is to pick up the most obvious size into your hand and then compare one with the index rule from the section and then place all in this section. Continue in this matter until all the screws are sorted. The norm for this task is 75 minutes in time and you are allowed 17 errors. After this, errors are counted one for each two mistakes. Are there any questions? If not, you may start now.

SCORING: $\frac{375}{T} + 50 - \left(\frac{E-17}{2}\right) = \%$

TASK A1

INSTRUCTIONS FOR SORTING BY TYPE: "In this tray we have approximately 1728 screws. They are made up of 3 types; oval head, round head, and flat head. Can you distinguish the difference? (There are 4 different lengths for each type of head.) For the time being I want you to separate these by type only. We have a tray divided into twelve sections; in the two sections on the left, I want you to place all the oval heads; the center 2, all the round heads; and the 2 on the right, all the flat heads.

INSTRUCTIONS FOR SORTING BY SIZE AFTER TYPE SORTING: "Now we will place all of the oval head screws in the tray and you will find the first 4 sections on the left are indexed by a screw of the right size. The lower right hand corner is 1 inch, the upper right hand corner is 1 1/4 inch, the lower left hand corner 1 1/2 inch, the upper left hand corner for 1 3/4 inch. Do you understand? If so, you can start sorting now."

The other 2 types of screws, the instructionsare the same and scoring will also be the same.

TASK A2 INDUSTRIAL TRAY WORK (MARBLES)

DESCRIPTION: Task consists of a bin divided into 6 sections containing 6 different colors of marbles. A rack containing 12 trays, counter board to nest 144 marbles per tray. A box that is 14 x 24 to fill trays in and unload marbles into at end of assembly for resorting.

OBJECT: Simulating industrial tray work involving specific directions of placing objects in tray.

INSTRUCTIONS: "We have 12 trays herein this rack and 6 different colored marbles. You are to place 2 r ows of each color in the tray like this. (demonstrate) The norm for this task to fill the tray is 22 minutes. Are there any questions?"

Directions for Unloading: "If you empty the trays with the colors the same as the relation to the bins the marbles will tend to gather by colors, thus making it easier to sort back into the bin. (demonstrate) You will empty all the trays, then procede to sort by colors back into the bin. You may start now."

SCORING: Fill $\frac{22}{T} = \%$

Unload $\frac{15}{T} = \%$

TASK A3 EYELET SORTING

DESCRIPTION: Task consists of a tray 10 x 12 in which are placed approximately 2500 colored eyelets. There are 10 colors which are to be sorted into 10 individual plastic containers by their color.

OBJECT: Sort colors as rapidly as possible. Fine pick and pinch dexterity is being tested as well as color discrimination. It has been found that this task gives a good indication of at least one form of color blindness. One case was unable to distinguish between red and brown; another case unable to distinguish between green and blue.

INSTRUCTIONS: "In this task we have 10 various colored eyelets which are to be sorted into the individual containers. The fastest way to accomplish this is by picking out the most obvious color as you see them. If you pick them up into your hand, then place them in the container, you have a better control of accuracy. The norm for this task is 52 minutes. Are there any questions? If not, you may start now."

SCORING: $\frac{52}{T} = \%$

Accuracy is only noted when extreme number of errors are present.

TASK A4 B.B. BOARD

DESCRIPTION: Task consists of a board drilled to nest B.B. shot. Approximately 1300 b.b's are used to complete the task. Tweezers for placing of shot.

OBJECT: Tests ability to use tweezers for picking and placing small objects. Shows ability to pinch and concentrate on close work. Involves eye-hand coordination with an increasing muscle fatigue factor, testing persistence in work, despite physical discomfort.

INSTRUCTIONS: "For this task we have B. B.'s which are to be placed in the holes with these tweezers. With the right hand (left hand) you will work from left (right) to right (left) filling each hole. After the first line is filled you will continue to the second in the same manner. Continue down the board without skipping any holes. When you have finished notify me. The norm for this task is 40 minutes. Are there any questions? If not, start now."

Upon completion, client is asked to remove B. B.'s (untimed)

SCORING: Scoring is on the percentage basis.

$$\% = \frac{40}{T}$$

TASK A-5 PIN BOARD

DESCRIPTION: Task consists of a Board drilled to hold 250 5/8" brass escutcheon pins and 250 common pins. A shallow pan, 300 5/8" brass escutcheon pins and 300 common pins.

OBJECT: Test ability to pick and pinch fine objects. Involves eye-hand coordination with minor muscle fatigue factor.

INSTRUCTIONS: "This task consists of two types of pins which you are to place in the board. Start with the brass pins and work from left (right) to right (left) with right (left) hand only. Complete the first row across then the second in same manner and so on until you reach the center of the board. Here you find smaller holes which you fill with the common pin in the same manner as above. The norm is 30 min. with either hand. Are there any questions? If not, start now and report to me as soon as you finish."

Directions for disassembly: Upon completion client is asked to remove by tipping board upside down over pan then removing rest by hand. (untimed)

SCORING: Scoring is on a percentage basis $\% = \frac{30}{T}$

TASK A6 HARDWARE SORTING

DESCRIPTION: Task consists of 2318 pieces--from assorted nuts, bolts, washers, nails and other hardware accessories. At the start of the task, accessories are mixed in a tray, 15½ inches by 24 inches. They are sorted into a box that is sectioned into compartments with a cover containing holes aligned with the sections. The holes are indexed with sample items which are to be placed in each hole.

Tests dexterity of fingers for picking up fine objects and discrimination by color and size in fine objects in relation to gross objects.

OBJECT: To sort the parts as rapidly and as accurately as possible into the respective sections.

INSTRUCTIONS: "In this tray we have various types of hardware which are to be sorted into the holes of this box. The best way to approach this task is to gather up as rapidly as possible the most obvious pieces rather than hunt for any one object. You will notice these larger pieces of wood are more obvious than others of this kind and can be gathered into your hand and placed in the box. You will continue picking up as you go along until all pieces are completely sorted. Twenty-five errors are allowed. Errors made after this will count heavily against your score. The time to do this task should not be longer than 90 minutes. You may start now."

SCORING: Scoring is weighed 25 per cent ~~of~~ the time and 75 per cent for accuracy. After 25 has been deducted from total errors, the remaining errors are multiplied by .22. The result is subtracted from .75. The constant for time is 2.25

$$\frac{2.25}{T} + .75 - E \times .22$$

TASK B1 2 PIECE ASSEMBLY (bottle caps)

DESCRIPTION: Task consists of a box divided into 3 sections, the left hand section containing covers and the right hand section containing caps. Back of these 2 sections there is one large section for placing completed cover and cap. There are 200 black and white plastic dispenser covers with caps.

OBJECT: Assemble caps on covers as rapidly as possible. Testing pinch, twist action of pincher fingers.

INSTRUCTIONS: "You are to assemble caps on covers placing black caps on black covers, white caps on white covers. Do not twist on too tightly as they lock and it is difficult to remove later. The time to assemble is 15 minutes. Are there any questions? If not, you may start now."

Instructions for disassembly: "Now you will remove the caps from the covers, placing them back in the individual sections of the box."

SCORING: Assembly $\frac{15}{T} = \%$

Disassembly $\frac{8}{T} = \%$

TASK B2 7 PIECE ASSEMBLY (flashlights)

DESCRIPTION: Task consists of a box 24 x 30 with the back half raised to form a step. Cover is fitted with holes to hold the disassembled flashlights. Wooden cylinders are used to simulate batteries. There are 24 standard 7 piece flashlights.

OBJECT: Assemble flashlights, properly threading caps and heads, as rapidly as possible. Testing grip and twist and motion of both hands.

INSTRUCTIONS: "These standard flashlights are to be assembled and you will start by placing bulb in the head, glass down. Then place bulb cover into socket and thread tight. This head is then placed on the end of the barrel nearest the red button, placed in form until threads start, then continue until tightly threaded. You will place 2 of these simulated batteries in the barrel, then place the cap on this and place cap in tightly then start threads. Check both ends to be sure they are tightly threaded, then place in the rack and continue to the nearest one. Time on assembling the flashlights is 12 minutes. Are there any questions? If not, you may start now."

Disassembly instructions: "To disassemble is the reverse procedure of assembly. First you remove the caps, then the batteries, then the head plastic bulb cover and bulb, replacing all parts back in rack as they were before. The norm for disassembly is 7 minutes.

SCORING: Assembly $\frac{12}{T}$ = %

Disassembly $\frac{7}{T}$ = %

B-3

Shoe Bag Assembly (Light Manual, 11 piece assembly)

DESCRIPTION: Task consists of 100 doll shoe bags, 200 shoes of each of the four colors, cardboards, and rubber bands. The shoes are in four trays placed in the same relative position they will be in the bags. Task is performed sitting down.

OBJECT: To test dexterity, neatness of work, ability to follow instructions, and maintain a continuous sequence of pattern.

ASSEMBLY INSTRUCTIONS: "Place shoe bag on two cardboards and place rubber band around to hold together. Insert two shoes of each color in the correct pockets as we have in this pattern. Place the completed assembly in box. The time for assembly is 70 minutes. Are there any questions? If not, you may start."

DISASSEMBLY INSTRUCTIONS: "Take assembled shoe bags from box, remove shoes and place in proper trays, remove rubber band and cardboards, put all parts in tray neatly. The time for disassembly is 20 minutes. Are there any questions? If not, you may start now."

SCORING:

Assembly - $\frac{70}{T}$

Disassembly - $\frac{20}{T}$

B4

Motorcycle Assembly (Light Mechanical Assembly)

DESCRIPTION: Task consists of 48 toy motorcycle assemblies, each broken down into two sides, two wheels, and a nut and a bolt. One side has a rider's head, the other side doesn't.

OBJECT: To test client's ability to do simple routine assembly work and use of screwdriver.

ASSEMBLY INSTRUCTIONS: "Take a side piece, with a head and place two wheels into position as shown, place side piece without head on top of these, put bolt through hole, and turn on nut. Tighten bolt with screwdriver and place finished assembly on bench. The time for the task is 35 minutes. Are there any questions? If not, you may start now."

DISASSEMBLY INSTRUCTIONS: "Pick up assembly, remove nut and bolt, and put into container. Place wheels into container and stack the two sides on table in separate piles. The time to disassemble is 20 minutes. Are there any questions? If not, you may start now."

SCORING: Assembly - $\frac{35}{T}$

Disassembly - $\frac{20}{T}$

B5

Arbor Assembly (Medium Mechanical Assembly)

DESCRIPTION: This task is composed of 50 arbor bodies, with washer, nuts and set screws to match. These parts are in a compartmented tray in the order in which they are assembled. This task can be performed either sitting or standing at proper height table.

OBJECT: To test mechanical dexterity and to assemble a complete unit in a prescribed sequence.

ASSEMBLY INSTRUCTIONS: "Take the arbor body from its compartment, insert two set screws, with the screwdriver slots out, in threaded side holes. Next place two washers on threaded end of arbor, turn on nut until it is flush with end of arbor. Place assembly in proper compartment. The time for the task is fifteen minutes. Are there any questions? If not, you may start."

DISASSEMBLY INSTRUCTIONS: "Take assembly from compartment, spin off nut into proper compartment, slide off washers into compartment, remove set screws, put into compartment, then place arbor body in last compartment. The time for this task is seven minutes. Are there any questions? If not, you may start now."

SCORING:

Assembly - $\frac{15}{T}$ Disassembly - $\frac{7}{T}$

B-7

Bolt Board (Medium Mechanical Assembly)

DESCRIPTION: Task consists of a board with 12 various size holes to fit various types of bolts with wrenches and screwdriver. Bolts are washered properly at commencing of task.

OBJECT: With the use of various size wrenches, remove the bolts, observing position, so they can be returned to their respective position in the board.

INSTRUCTIONS - DISASSEMBLY: "We have 12 various sizes and types of bolts. I want you to remove all the bolts and place them in the tray. Keep in mind that you will have to replace these in the same order, placing washer on bolt as removed. The time to disassemble is 5 minutes. Are there any questions? If not, you may start now."

ASSEMBLY INSTRUCTIONS: "Replace the bolts in proper holes with washers in correct sequence. Remember a smaller bolt will go in a larger hole but the larger bolt will not go in a smaller hole, the flat head bolts go into the countersunk holes, etc. I suggest that when replacing the bolts, you put them back finger tight until you are sure they are correct, then tighten with wrenches. The time to assemble is 8 minutes. Are there any questions? If not you may start now."

SCORING:		
	Disassembly	$\frac{5}{T}$
	Assembly	$\frac{8}{T}$

B-8

HEAVY ASSEMBLY (Pipe Fitting)

DESCRIPTION: Task consists of shower head, various length pipe and fittings, which are to be assembled by use of a diagram. Fittings consists of 2 90 degree elbows, one Union, one T, and one faucet. One 14 inch, one 10 inch, one 8 inch, and one 4 inch pipe is used to connect up the assembly. A yardstick, a pipe vise, and 14 inch stillson wrench is used for the assembly.

OBJECT: To test the person's ability to use adjustable wrenches and follow a schematic diagram for more gross work.

ASSEMBLY INSTRUCTIONS: "In this task we have a number of pipe fittings and lengths of pipe which we want assembled according to this diagram. You start with the shower head, then a 4 inch nipple, a 90 degree angle, 10 inch pipe, another 90 degree angle, 8 inch pipe, the union, 14 inch pipe, and a T with the faucet out to the 90 degree side of the T. Tighten everything wrench tight but do not force. The time for assembly for this is 5 minutes. Are there any questions? If not, you may start now."

DISASSEMBLY INSTRUCTIONS: "Take it apart and put it back as you found it. The norm for this is 3 minutes.

SCORING: Assembly = $\frac{5}{T}$

Disassembly - $\frac{3}{T}$

B9

Gate Hinge Assembly (Heavy Assembly)

DESCRIPTION: Task consists of parts to make fence gate hinges; bodies, arms, set screws, hinge pins, cotter pins, two size U bolts, two size nuts, and containers for each. Task is done in a standing position.

OBJECT: To measure the ability to observe and retain the positions of certain concrete elements so as to replace in total seembly. Also, to assemble and disassemble accurately and as rapidly as possible.

ASSEMBLY INSTRUCTIONS: "Take a hinge body, place on board so that threaded hole is toward you, insert set screw with screwdriver slot out. Place hinge arm in position on board, insert hinge pin up through these parts and insert cotter pin. Take a large U bolt, insert in body and turn on two nuts. Take two small U bolts and insert in arm as shown, turn on four nuts. Place finished assembly on table. The time for this assembly is 40 minutes. Are there any questions? If not, you may start now."

DISASSEMBLY INSTRUCTIONS: "Take finished assembly from table, place it on the board, remove nuts and U bolts and place in trays. Remove cotter pin, hinge pin, and set screw and place in trays. Set body and arm in line on table. Time for disassembly is 21 minutes. Are there any questions? If not, you may start now."

SCORING:

Assembly - $\frac{40}{T}$

Disassembly - $\frac{21}{T}$

TASK C3 LIGHT PACKAGING (Glasses Frame)

DESCRIPTION: Task consists of 200 pair of eye glasses in 2 sectioned boxes containing 100 pair of glasses in each box. Two boxes containing small boxes are used to pack glasses into. There is a supply of wrapping tissue. There is one empty box to pack completed packages into.

OBJECT: To wrap as neatly and package as rapidly as possible. Testing speed and ability in handling small objects.

INSTRUCTIONS: "We have 200 pair of eye glasses which we must wrap in this manner. (demonstrate) Place glasses across one corner, fold in 3 corners, and roll up. Place in small box, close cover, and package in larger box. Continue in this manner until all of the glasses have been packaged and then notify foreman. The norm for this is 40 minutes. Are there any questions? If not, you may start now."

DIRECTIONSFOR UNPACKAGING: "Glasses will be removed from the small box, papers removed and smoothed out and glasses restored to sectioned box as you found them. The norm for this is 35 minutes."

SCORING: Packing $\frac{40}{T}$ = %

Unpacking $\frac{35}{T}$ = %

E-1

INSPECTION WORK (RULER AND COMPASS)

DESCRIPTION: Task consists of 15 problems in which distances are measured to a tolerance of 1/16 of an inch. The first 11 problems are simple straight line measurements. The last 4 consist of a square, a rectangle, a triangle, and a circle which have two or three indicated points between which the distance is to be measured.

OBJECT: To test client's ability to read a ruler using close tolerances.

INSTRUCTIONS: "In this task we have a series of line anddistances between points which you are to measure. Be careful to measure each line from vertical point to vertical point and record the answer in the space provided. In the figures the distance between a and b is measured and recorded in the space provided; then measure between a and c and etc. This test is based on your accuracy so make all measurements carefully. The time for this task is 6 minutes. Are there any questions? If not, you may start now."

SCORING: $\frac{1.5}{T} + 75 -$ no. of errors x 3.75

allow 1/16 of an inch plus or minus in the answers.

TASK E2 VISUAL INSPECTION

Description: Task consists of 35 unnumbered name plates and 50 name plates numbered in a series, 301-350. Certain errors have been made in these plates by scratching out the center of some of the "r's", for the purpose of testing ability to find visible errors.

Object: To separate right plates from wrong plates by use of vision, and record on answer sheet.

Instructions: "The unnumbered plates are to be sorted into two piles, right and wrong; then counted and recorded on answer sheet. The numbered plates are first arranged in numerical order then visually checked for errors, recording on answer sheet with a check mark for each number. The norm time for this task is 10 minutes. If there are no questions, you may start now."

Scoring: $\frac{2.5}{T} + 75 - 5 \times$ no. of errors

TASK E-3 SMALL PARTS GAUGED

DESCRIPTION: Task consists of 200 Hex nuts with 32 thread to the inch and 200 Hex nuts with 24 thread to the inch. A box divided in three sections, a large area for the mixed nuts and 2 smaller sections for the two sizes after inspection. A gauge, which is a bolt of either size thread. Task can be used either sitting or standing at table of suitable height.

OBJECT: To separate nuts by size as rapidly as possible with the aid of a gauge. Measures moderately gross pick and twist ability. Simple two choice descrimination.

INSTRUCTIONS: "We have 400 nuts here that have two sizes of thread. I want you to separate them, by using this gauge, into go and no-go boxes. Be sure you place them in the right box after you determine it it is go or no-go. Are there any questions? If not, you may start now."

CHECKING: The accuracy may be checked after task is complete by visual inspection. Errors are separated from the two boxes and total count is used in scoring.

SCORING: Norm is 26 min.

$$\text{Score} = \frac{13}{\text{Time}} + 50 - \frac{E}{2}$$

TASK E5

MICROMETER TEST

Description: This task consists of 50 assorted taps and micrometer for measuring taps. An answer sheet for recording sizes.

Object: To measure taps and record readings on answer sheet with the use of a micrometer.

Instructions: The client may need to be taught the use of the micrometer and how to correctly read the findings.

"You willmeasure these taps with the micrometer and write the sizes in columns provided on this answer sheet. You are allowed a tolerance of .005 of an inch plus or minus on each answer so be sure you read the micrometer accurately. If there are no questions, you may start now."

Scoring: Scoring is accuracy only - 100 - 5 x errors

E 6

Geometric Problem

DESCRIPTION: Task consists of 9 problems in which client must make geometric figures as instructed on sheet furnished client.

OBJECT: To test client's ability to use ruler and compass and to follow written and verbal instruction.

INSTRUCTIONS: "In this task you will draw several lines of different lengths, a square, a circle, and a triangle according to the directions printed on this sheet. This test is based on your accuracy so make all lines carefully. The norm for this task is 15 minutes. Are there any questions? If not, you may start now."

SCORING: $\frac{375}{\text{Time}} + 75 - \text{errors} \times 5$

TASK F1 COLLATING

DESCRIPTION: Task consists of 100 pages of 5 colors of paper made up into a book containing 10 pages of alternating colors.

OBJECT: To make 50 books, 10 pages in each with alternating colors, as rapidly as possible.

INSTRUCTIONS: "Place paper in 10 piles, 5 different colors, 2 piles of each color, one pile containing one color. They will be laid out in the following order: Yellow, White, pink, green, blue, yellow, white, pink, green, and blue. Pick up one page of each color until you have ten pages of alternating colors. Place the book of colors in a pile, criss-crossing the books. Continue until you have 50 books or until all the papers are gone. After I check your work you will take the books apart and place them in piles of one color as they were when you started. They must be in the same order as before or as you picked them up. When you finish you will have ten piles of 5 different colors, 2 of each color alternated. There should be no errors in this task. You may start now."

Note: If testing for standing or walking tolerance, this task can be used by placing papers in 50 groups, 10 in a row, 4 rows to a table, (8 feet long, 4 feet wide) and one row on the next table. Continue distributing each color until a book of 10 pages of alternating colors is completed. On completion of this task a person has walked approximately 500 feet. Papers are picked up in a reverse manner completing approximately another 500 feet giving a total of approximately 100 feet for the entire task.

F6

TELEPHONE BOOK TEST

DESCRIPTION: This task consists of 50 names and addresses taken from the Springfield Telephone Directory. These include the several different towns found in the Directory.

OBJECT: To look up and record correctly phone numbers for the 50 names.

INSTRUCTIONS: "In this test we have 50 names which you will look up in the phone book and record the correct phone numbers in the place provided. You will notice that some names are listed last names first, the way they are found in the phone book, while other names are first names first; therefore, you should check each one carefully to be sure you are using the last name.. Some names are not listed at all. All companies are listed in the phone book as they are found in this list, as names of companies are not divided as personal names. You may use the classified section for businesses if you so desire or they can be found in the white pages. Be sure to check the addresses of each name in order to look up the number under the right town. The time for this task is 50 minutes. Are there any questions? If not, you may start now."

SCORING: $\frac{25}{T} + 50 -$ number of errors

F-7

Mail Sorting

DESCRIPTION: Task consists of a mailbox type rack partitioned off into sections which are alphabetically indexed, plus 12 sections are labeled for individual companies or organizations. A collection of 200 envelopes addressed to simulate a usual bundle of mail are in a letter box to be sorted.

OBJECT: Task is designed to check ability to separate letters by use of alphabet and also tests ability to retain and follow precise instructions.

INSTRUCTIONS: "On this mailrack there are slots labeled alphabetically and there are slots labeled for individual companies or organizations. There are 200 letters in this task which you are to place in this mail rack in the proper slots. All personal names are to be sorted by first letter of the last name. All business letters are to be sorted by first letter of company name. If there are any company slots empty at the completion of the task, look in the alphabetical rack containing letter of first name of missing companies. This should take 10 minutes to sort. Are there any questions? If not, you may start now."

SCORING: $\frac{10}{T} + 90 - 4.5 \times \text{errors}$

TASK F 9 NAMES AND NUMBERS

Description: This task consists of 100 names and numbers that are to be corrected by using a master copy.

Object: To correct all the errors so that your sheet will be the same as the master copy.

Instructions: "In this test there are 100 names and numbers. Here is a master copy to compare this copy with. Do not write on the master copy. In your copy, if there is an error make a check where the error is and also check the number in the margin. There may be more than one error in each one. If so, check all errors. This is graded on accuracy and each error counts 2½ points. Work fast and accurately. Notify foreman when you are finished. If there are no questions, you may start now."

Scoring: 100 - (errors x 2.5)

TASK F 10 PROOFREADING TEST

DESCRIPTION: Task consists of a typewritten page with 50 miscellaneous errors.

OBJECT: To measure ability of the client to locate errors in spelling and punctuation.

INSTRUCTIONS: "This page, copied from a book, has several errors in spelling and punctuation. Each time you find an error, cross out the word that has the error in it. Accuracy is as important as speed in this test, so be careful to find all the errors. This test should take ten minutes. Are there any questions? If not, you may begin.

SCORING: $\frac{50}{T} + 50 - (E \times 5)$

G-3

ELECTRICAL COMPONENT TESTING:

DESCRIPTION: This task consist of 50 odd electrical components mounted on a board mounted to a table at a 45° angle so that they may be easily seen. Incorporated on this board is a 110 volt series tester.

OBJECTIVE: The purpose of this task is to further evaluate clients in the electrical field. There are some types of components mounted on this board that should not be tested with a series tester such as a condensor or resistor. These parts should be tested on a special tester made for that purpose.

INSTRUCTIONS: There are 50 assorted electrical components mounted on this board. There is a 110 volt series tester also mounted here. You are to test the continuity of each component that you can. Some components should not be tested with a series tester. When you come to one of these you will mark an x in the unknown column on this paper. The rest you will either mark good or bad. There are 63 possible tests. You will be graded according to accuracy.

SCORING: 100 minus errors times 3

TASK H 8 SEWING MACHINE TEST

DESCRIPTION: Task consists of power sewing machine and five letter-size paper patterns. These patterns are in various shapes.

OBJECT: To test ability to follow patterns with machine, and to see if client can follow simple instructions on how to operate the machine.

INSTRUCTIONS: Insert this page into the machine as if it were a piece of cloth to be stitched. Stitch up and down the paper, following the lines so that the needle will punch a row of holes along the lines. When this sheet is finished, do each of the others in the same manner. Each time you go more than 1/8" off the line, it is deducted for your score. Are there any questions? If not, you may start.

SCORING: $\frac{\text{Errors}}{122} = \%$

2. Actual Work Tasks

(a) History

As previously indicated, the Springfield Goodwill Industries was providing the Massachusetts Rehabilitation Commission with a number of on-the-job training and sheltered workshop placement opportunities prior to the establishment of the vocational evaluation unit. Thus the use of actual work situations that served an evaluative function had been established in this setting since before the beginning of the project. As experience with simulated work tasks accumulated it became apparent that although these tasks are better standardized than many of the actual work situations available in Goodwill, it would add a meaningful dimension to the evaluation to also provide a period of what became known as actual or "live" work.

The simulated work tasks were seen to have several shortcomings. The clients soon found out that these tasks were taken apart, that the next client could do them over again. The tasks were not part of an actual production process, in which the final product moved on to become part of a commercial enterprise. Also the concept of monetary reward had not been built into the project as a consistent baseline among the various factors affecting motivation. Money for paying clients to perform simulated work tasks was thus unavailable. In addition, consistent agreements could not be reached with all the public agencies about payment of their clients for work performed while being evaluated in the unit.

In order to overcome some of these problems, clients of the evaluation unit were usually placed in various work settings throughout the Goodwill workshop during the last phase of their evaluation. This part of the evaluation lasted an average of two weeks. They were not paid. However, they did work alongside regular Goodwill sheltered workshop workers on actual production tasks. Due to the nature of the Goodwill activities the vast majority of these relate to the rehabilitation and sale of donated used goods. The activities range from sorting to repair of radios and television sets.

A second group of available work activities was participation in contract work. From the beginning of its existence the vocational evaluation unit had been physically located next to the contract work department, making for a close alliance and shared interest, which resulted in the contract work section being combined with the parent Rehabilitation Unit that was formed when the Goodwill Industries moved to its new building.

(b) Description

The actual work tasks consist of two separate phases. One large group of tasks consists of work drawn from the general repetoire of tasks available in the Goodwill Industries. These range from sorting through textile processing, furniture repair, radio and television repair, paint spraying, telephone operator, janitor, small appliance repair, etc. The choice of placement depends on a combination of the results of the simulated work phase, staff judgment, expressed interest by the client, and current availability of work. The clients who are in the evaluation phase are not paid for these activities. Those clients who have completed evaluation and have been recommended for and accepted by their referring agencies for the personal-work adjustment phase are paid when they are assigned to these tasks.

The second phase consists of industrial sub-contract work, usually involving small manual assembly or packaging operations, and also some work in which powered machinery is used. This work is obtained through competitive bidding from various manufacturers in the area. Usually clients are placed on this work only during the personal-work adjustment phase and they are paid for the work they do.

(c) Objective

The objective of using actual work situations is to provide a more realistic phase of the evaluation than is offered by the simulated work tasks. The client works on materials that are part of the actual work flow of the organization and that move on into commercial channels. The physical plant of the Goodwill Industries, with its absence of partitions, makes it clearly apparent that materials are being trucked in and out all the time. In the subcontract section, materials often arrive in palletized loads and the clients help to move these around with hand-lift trucks. In addition, production schedules have to be met, and the work supervisors, although aware of and synpathetic to individual needs, must also adjust their supervisory approach to the denands of the actual production process. All these factors contribute to making the situation realistic and endowing it with a high "face validity". It is on this combination of the realistic demands of the work situation, coupled with the understanding and skills of the supervisors and professional staff, that the unique strength of the Goodwill program rests.

(d) Motivation

Motivation in the actual work situation is provided through supervision, being part of the actual production process, and in the case of those individuals who are in the personal-work adjustment phase through wage payments. Clients working on sub-contract work are also paid at rates based on industrial norms.

(e) Instructions

Instructions for the actual work tasks are given verbally and by means of demonstrations. The work supervisor works closely with the clients until they understand what they are to do. The instructions are not fully standardized, but follow ordinary industrial practice. The work supervisors are provided consultation with the professional staff in regard to the handling and instructing of difficult cases.

(f) Scoring and Norms

Scoring of actual work tasks is based on production counts, converted to a percentile score which is based on a beginner's industrial norm established by means of time studies. On work tasks where production counts are not feasible (janitorial duties, etc.) the supervisor's judgment is used - formalized with the aid of rating scales.

(g) Validation

As noted above, norms are based on time studies, which are usually carried out with the aid of non-handicapped Goodwill employees serving as subjects. In the case of many contract jobs, actual industrial rates established through time study procedures by the cooperating manufacturers are made available to the Goodwill Industries. In most cases, there has been close correspondence between the rate furnished by the manufacturer and the rate established by another time study made by the Goodwill Industries at the time a bid for the work is submitted.

3. Personal Adjustment - Work Adjustment

(a) History. This concept was present in the project since its beginning. However, initially there was heavy emphasis on the personal adjustment side. As time progressed it became apparent that what was really important was personal adjustment as it is related to work, and thus the concept became modified in the personal adjustment - work adjustment direction.

(b) Description. Personal Adjustment - Work Adjustment training has as its objective, mobilizing energies, building tolerances and work habits for the stresses of work and competencies for the selected activities that constitute work. The emphasis on the development of productivity and the factors which make for a good worker; persistence, ability to absorb pressures, neatness, concentration, acceptance of regulations and improved interpersonal relations. In addition, when necessary, emphasis was placed on such factors as grooming, personal hygiene and cleanliness. However, these latter aspects became relegated to a somewhat secondary role. A basic yardstick for eligibility for the program soon became the clients ability to handle either initially or after a not too prolonged period of training, his own eating, coffee break time, locomotion within the plant, and a simple repetitive work situation which required remaining at a single work station.

(c) Objective. If the clients met these basic criteria, the Vocational Evaluation Unit staff assisted them in becoming integrated into the real life work situation available in the Goodwill Industries. Personal and group counseling sessions were scheduled on a regular basis to meet the needs of the clients. These allowed for a free exchange of experiences. The goal of these group sessions was to enable the individual clients to cope more adequately with the demands of industry with regard to appearance, discipline, safety attitudes, and other necessary characteristics of a worker. These activities were supplemented by instructions in how to fill out job applications, role playing sessions involving job interview situations, grooming techniques, and the use of public transportation facilities.

(d) Motivation. Motivation in this phase of the project came through monetary compensation for the work performed, participation in more advanced work activities, encouragement and praise from Goodwill staff members, and occasional assignment of supervisory responsibilities for other workers if the client seemed able to handle them. In some cases, individuals who were trained in the Personal Adjustment - Work Adjustment phase of the project now hold regular jobs as assistant supervisors in the Goodwill plant.

4. On-The-Job Training

(a) History. Prior to the initiating of a Vocational Evaluation Unit, Springfield Goodwill Industries had been providing the Massachusetts Rehabilitation Commission with on-the-job training and sheltered workshop placement opportunities. The training procedures at that time were, for the most part, informal and were the responsibility of the foremen of Springfield Goodwill Industries production workshop. As the vocational evaluation unit developed, the on-the-job training program became formalized and integrated with the vocational evaluation and personal - work adjustment programs. The effect of such integration has resulted in a heightening of interests in these programs by the local D.V.R. agencies.

The outcome of the vocational evaluation phase and the personal adjustment - work adjustment phase of the project, in many instances was the recommendation of an on-the-job training placement for the client. Many of these placements were made in competitive industry by the referring agencies. However, in selected cases, on-the-job training placements within the Goodwill Industries were utilized. These allowed for the manipulation of work pressures, supportive counseling during the o.j.t. program, and a continuity of support for the client during the complete rehabilitation process to an extent not possible in competitive industry.

(b) The on-the-job training programs utilized a wide range of occupations and equipment available within the parent organization. Job descriptions and training specifications were written for all of these programs. The occupations included such broad, general areas as: commercial laundry, Hoffman press operator, textile pricing and tagging, power sewing, shoe repair, small and large appliance repair, furniture repair, maintenance, switchboard operator and spray painting. It is the responsibility of the Director to consult with the trainers to see that the O.J.T. programs are adhering to the training specifications, and to ascertain that new material is covered as rapidly as feasible. The trainer maintains attendance sheets and rating sheets on the client's progress. The ratings are fully discussed with each trainee before submission to the referral agency on a monthly basis.

(c) Objectives. The objective of the OJT program is to utilize the findings of the vocational evaluation, as well as the accomplishments of personal-work adjustment training in helping the client to develop specific vocational skills for either competitive or sheltered workshop placement. The clients are carefully followed and evaluated during this phase to determine if personal adjustment as well as work skill and performance factors enable them to progress to competitive employment levels.

(d) Motivation. Motivation in this phase of the program comes in part through monetary compensation for the work performed. As skill levels and output increase, the client's rate of pay goes up. In addition, the client's performance is evaluated by means of rating scales and these evaluations are discussed with him. Both his strengths and his weaknesses are covered. The Placement Counselor now taken an increasing role in working with the client. Possibilities of industrial placements are discussed and the client may be taken to new actual job settings in the vocational area in which he is being trained. Finally, the client may begin to assist in the training of other clients who are just starting O.J.T.

(e) Range of jobs and development of job specifications. On the following pages are the various training specifications for the specific on-the-job training programs. These utilize a wide range of occupations and equipment available within the parent organization. In addition, programs are currently being added involving food service and automobile repair and maintenance occupations. These are an outgrowth of the newly established cafeteria and automotive repair departments. Appropriate training specifications are being developed covering these occupations.

SPECIFICATIONS - ON-THE-JOB TRAINING PROGRAM
SHOE REPAIRMAN

DESCRIPTION;
This course will provide the knowledge, as well as hand a machine skills, to prepare the client for entrance into employment as a Shoe Repairman.

EQUIPMENT REQUIRED:
- Heel Puller
- Skiving Knife
- Rip Knife
- Hammers
- Nail Punch
- Screw Driver
- Pinchers
- Jacks
- Awl
- Skiving Machine
- Press Patch Machine
- Stitcher
- Trimmer
- Buffer
- Finisher

PROGRAM: 130 Days 1040 Hours

A. Identification, use and care of hand tools and machinery. 80 hours

B. Heel Repair - men's shoes 120 Hours
   (1) Removing rubber and leather heels using proper hand tools and last.
   (2) Prepare base for new heels
   (3) Select, prepare and replace heel
   (4) Trim, finish and polish heel

C. Resoling - men's shoes 360 Hours
   (1) Removing old soles
   (2) Prepare base for new sole
   (3) Select and prepare new leather for sole
   (4) Apply sole to shoe by tacking and stitching
   (5) Finish sole by sanding, waxing and buffing

D. Patching 40 Hours
   (1) Sole patching
   (2) Upper patching
   (3) Sewing rips

E. Miscellaneous Shoe Service 40 Hours
   (1) Orthopedic shoe repairing
   (2) Dyeing and Polishing
   (3) Special shoes - cleats, etc.
   (4) Shoe linings and pads

F. Cleaning, adjusting and repairing machines 400 Hours
   Disassembling and reassembling

SPECIFICATIONS - ON-THE-JOB TRAINING PROGRAM
SMALL ELECTRICAL APPLIANCES

PROGRAM: 32 Weeks 1280 Hours

DESCRIPTION:
The objective of this program is to provide training and practical experience through actual work situations involving the servicing and repair of portable appliances such as:

Heat Activated Appliances	Motor Driven Appliances
Toasters	Vacuum Cleaners
Irons	Food Mixers
Grills and Waffle Irons	Fans
Roasters	Electric Razors
Coffee Percolators	Clocks
Fry Pans	
Lamps	

In addition to the practical service and repair experience, training will include instruction in the mechanical and physical principle, construction and operational principles of the various appliances. These will be taught during the processes involved in:

- Analyzing
- Disassembly
- Repairs and Replacement of parts
- Adjusting
- Salvage Operations
- Reassembly
- Refinishing

TEXT BOOKS:
Electrical Appliance Service Manual, by William L. Gabbert (this text book is used by numerous mechanical trade schools and is highly rated)
Small Appliance Servicing, by P. T. Brockwell, Jr.
Auden's Home Appliance Service Guide, by Edwin P. Anderson
As well as service manuals from manufacturers, will be used for information sources and assigned reading.

1. Nomenclature and terminology: 40 Hours

Need for: To familiarize the trainee with the common terms used in the trade and for better understanding when referring to texts, service manuals, and other reading matter.

Sources: Use by instructor during training
Service manuals
Text books
Daily use of tools and equipment
1 hour study and lecture period each day, conducted by instructor. This will consist of demonstrations of practical problems, also question and answer sessions.

The instructor for his guidance will use the teaching principles of:

Preparation
Presentation
Application
Generalization
Test or Prove

Tools & Equipment required for the Portable Appliance Department:

- Pyrometer Type Tester for steam & dry irons
- 12' thermometer for liquids & percs.
- Combination volt-amm-watt tester
- Neon circuit tester
- Small drill press or 1/4 hand drill
- Bench grinder
- Polishing head
- Wire stripper
- Soldering iron
- Nut driver set 1/4" to 1/2"
- Hex Driver Set 1/16" to 1/8"
- Side Cutting Pliers 6"
- Slip Joint Pliers 6"
- Long Nose Pliers
- Diagonal Pliers
- Arc Joint Pliers
- Hack Saw
- Set of Box Wrenches 3/16" to 11/32"
- Propane Torch
- Small Taps (set)
- Tap Wrench
- Assorted Small Drills
- Set Screwdrivers 4-6-8"
- Set Phillips Screwdrivers #2-3
- Armature Growler
- 8" Mill File
- Bearing Puller
- 6" Round File
- Vacuum Cleaner Suction Meter
- Contact File
- Small Ball Pein Hammer
- Arbor Press

2. Safety and Safe-work Rules:
   The trainee will be instructed in the proper method of:
   - Grounding and insulating electrical appliances
   - How to avoid electric shock when working around current-carrying units
   - How to avoid hazards from revolving or inflammable liquids
   - How to lift an object to avoid strain
   - How to maintain a clean, orderly work station

3. Basic Electrical Principles: 40 Hours
   An introduction to elementary electricity as applied to portable appliances servicing will be presented and will consist of the electric circuit, conductors, insulators, resistance, current, the ohn, the ampere, the volt, circuits (series and parallel), the watt, alternating current, direct current and ohms law, as per Chapter 1 - Electrical Appliance Service Manual by William L. Gabbert.

4. Testing: 40 Hours
   The trainee will be instructed in the proper use and care of testing equipment, consisting of: series test lamp, appliance tester, volt meter, ohm meter, ammeter, multimeter. The student will make his own series test lamp and appliance test board, which will be his when he finishes the course.

5. General Service Procedure: 40 Hours
   This procedure will apply to all the different makes and types of protable appliances which may be encountered in the Goodwill Shop.
   (a) Check unit. Weight cost of repair parts and labor, versus what the unit will sell for at the Goodwill stores.

   (b) If to be repaired, test to determine cause of trouble.

   (c) Replace defective parts or adjust as needed and as instructed in manufacturer's service manual.

   (d) Clean, test and refinish appliance where needed. Tools, equipment and materials are furnished.

   The trainee will follow this procedure with the instructor guiding until such time as he can proceed under normal supervision.

6. Repairs: 1120 Hours

Example -

Cord sets. A trainee will be instructed in the importance of the cord set as the connection between the electrical source and the appliance. The four steps for a thorough check of detachable or built-in cord sets:

Visual examination
Continuit test and load test
How to service cord sets, method of tying knot in appliance cord when assembling attachment caps.
The Underwriter's know and why.
Types of wire, preparation, unsheathing, assembling of caps.
Types of wire, preparation, unsheathing, assembling of caps and eyelets or other connecting methods.
Tinning and soldering; how to solder, retinning the soldering iron.

7. Scope of Course:

Is to present a practical background which will prepare the trainee to acquire the basic knowledge and experience that will qualify him to fill a job in industry.

SPECIFICATIONS - ON-THE-JOB TRAINING PROGRAM
FURNITURE REPAIR

PROGRAM: 80 Days 640 Hours

1. Learn the safety features, maintenance and preliminary use of the required hand tools 40 Hours

Claw Hammer
Straight Claw Hammer
1 each 3-4-6-8" Screw Drivers
1 each #1, #2, #3 Phillips Screwdrivers
1 each Hand Saws (Rip and Crosscut)
Fine Hand Saw
Bit Brace
Set of Augar Bits
Expansion Bit
Screw Driver Bit
Counter Sink Bit
Set of High Speed Drills 1/16 to 1/2
Pair Joint Pliers 7"
7" Diagonal Pliers
7" Lineman's Pliers
Nose Pinchers (Long Nose)
Parrot Nose Pliers (Fence Pliers)
Set of Wood Chisels 1/4 to 1"
Set of 3-Nail Sets
Set of Prick Punches of Center Punches
Awl
Marking Cage
Set of Plug & Hole Cutters
Miter Box & Saw
Coping Saw
6' Zig Zag Folding Rule
Steel Square 2 ft.
Caliper Rule
Bevel Square
Combination Square
18" Level
Rabbet Plane
Block Plane
Rasplane Tool
Set of Replacement Blades
Set of combination Wrenches 1/4 to 1"
1 each 6-8-10-12" Adjustable Wrenches
Wing Dividers
Pencil Compass
Rubber Tipped Hammer
Plastic Tipped Hammer
Carpenter Pencil

2. Become familiar with use of power machinery. Learn all safety principles and practice with power machines in presence of experienced operator only. Such machinery as:

Radial Arm Saw
Band Saw
Sabre Saw
Bench Grinder
Drill Press
Belt Sander (Bench Type)
6" Jointer
24" Planer
Shaper
Lathe 36" Bed
1/2 Drill Motor
1/4 Drill Motor
Obital Sander
Portable Belt Sander
Router
8" Portable Saw
3 each 4-6-8" Clamps
2 each 3-4-6" Bar Clamps
Bench Vise
Woodworker Vise
Shop Vacuum

3. Practice use of hand tools mentioned in the first page and performance of simple operations with same. 40 hours

4. Witness and practice such operations: 40 hours

Stripping
Sanding
Glueing
Touch Painting
Polishing

5. Practice and production of processes learned with hand tools. 24 Hours

6. Learning and practicing of normal repair and replacement of all types of furniture. 136 Hours

Furniture Repair (Continued)

7. Actual production in all operations learned in items 1 through 6, using both hand and power equipment. 80 Hours

8. Determination of whether furniture is to be repaired or discarded by estimation of cost procedures such as: 80 Hours
   (a) Time required for repair
   (b) Material required for repair

9. Learning and applying processes for the manufacture of new products: 80 Hours
   (a) Childrens Desk
   (b) Shadow Boxes
   (c) Bookcases

10. The transforming of unsaleable items into saleable products, such as: 80 Hours
    (a) Vanities into desks
    (b) Chifferobes into cut down end tables
    (c) China closets into bookcases

SPECIFICATIONS - ON-THE-JOB TRAINING PROGRAM
HEAVY ELECTRICAL APPLIANCES

COURSE DESCRIPTION

The objective of this program is to provide training and practical experience through instruction and actual work situations involving the servicing and repair of major appliances such as:

Gas Ranges	Dryers
Electric Ranges	Air Conditioners
Washing Machines	Fractional HP Motors

This program will service and repair such electrical and gas appliances as are not considered within the province of the small household electrical appliances repair section.

In addition to the practical service and repair experience, training will include instruction in the mechanical and physical principle, construction and operation principles of the various appliances. These will be taught during the processes involved in:

Disassembly	Mechanical adjustments
Repair and replacement of parts	Assembly
Salvage operations	Refinish and touch up, etc.

Audel's Home Appliance Service Guide, and service manuals from manufacturers will be used for instructional sources and assigned reading. The instructional material in Audel's Guide covers (p.209-668)- Electric Ranges, Washing Machines, Dryers, Space Heaters, Air Conditioners and Fractional Horsepower Motors.
(Pages 723-824) - Gass Appliance Terms, Gas Ranges, Furnaces, Heating Systems, Etc.
Shop Techniques - use of tools, care of tools, safety measures, fundamentals of electricity, are also found in this book.

PROGRAM - 52 Weeks 2080 Hours

1. Nomenclature and terminology - 60 Hours
   Need for:
      To familiarize the trainee with the common terms used in the trade and for better understanding when referring to texts, service manuals and other reading matter.

   Sources:
      Used by instructor during training
      Service manuals
      Text books
      Daily use of tools and equipment

2. Tools - 40 Hours
   Standard Tools
   Test Equipment:
      Proper and improper care and use of safety precautions, storage, paint, cleaning agents, etc.

   Housekeeping:
      Well kept tools, orderly work areas and personal neatness usually reflect the mechanic's attitude towards his job.

Heavy Electrical Appliances (Continued)

Tools required for the Heavy Appliance Department:

Set of combination wrenches (1/4 to 1 1/4)
Set of 3/8 sq. drive sockets (3/8 to 1")
Set of 1/4 sq. drive sockets (3/16 to 1/2)
Set nut drivers 3/16 to 1/2
Set of chisels
1 each Phillips Screwdrivers #0, #1, #2, #3, #4
Set of clutch type Screwdrivers
Set of 5 Butterfly Screwdrivers
Set of Gulmite Screwdrivers
1 each 1/8 x 4, 3/16 x 9, 1/4 x 4, 1/4 x 6, 1/4 x 12, 5/16 x 13/14, 15/16 x 8, 3/8 x 12

Heavy duty Screwdriver
1 each Offset Screwdrivers (Straight & Phillips)
10" vise Grips
Slip Joint Pliers
7" Diagonal Pliers
7" Lineman's Pliers
6" Long Nose Pliers
10" Arc Joint Pliers
Hose Clamp Pliers
Snap Ring Pliers
Pair Wire Strippers
Pair 10" Tin Snips
Hack Saw
Ball Pien Hammer
Plastic Tipped Hammer
Set of High Spped Drills 1/16 to 1/2
1 each 6-8-10 Adjustable Wrenches
Set of Allen Wrenches .050 to 1/2
Soldering Iron
10" Pipe Wrench
Flaring Set
Tubing Cutter
Propane Torch

VTVM Tester
Oven Tester
Volt Watt Meter

3. Cleaning and Refinishing - 80 Hours
   For visual appearance and sales appeal:
      Washing inside and outside
      Degreasing
      Removing stains, rust, etc.
      Application and use of cleaning agents, detergents, steel wool, polishes, etc.
      Refinishing and touchup
   Use and application of paints and enamels

4. Soldering - 40 Hours
   - Reason for, or purpose
   - Importance of clean surface being soldered
   - Fluxes - kinds and application
     - Paste
     - Resin Core
     - Acid (why not on electrical connections)
   - Heat sources for soldering purposes:
     - Plain soldering iron
     - Blow torch for heating
     - Electric soldering iron
     - Gas torch (direct flame application)
     - Alcohol lamp and blow pipe
   - Soldering procedure:
     - Where to apply heat
     - Application of flux
     - Flowing on solder
     - Results of - too much or too little heat
     - Wiping of excess solder
   - Tinning of soldering and soldering iron
     - Reason for
     - Excessive heat - discoloration
     - Oxidation
     - Retinning
       - File - remove pits, rough spots
       - How to re-tin - demonstrate

5. Repair: Replacement, servicing and testing 1860 Hours
   - (a) These all will be done under actual working conditions
   - (b) By and large the heavy portable appliances which will be reconditioned under this program will vary widely as to make, kind and age.
   - (c) The basic principles of all such appliances, however, will be the same as in current models.
   - (d) The importance of safe practices to be stressed at all times.
   - (e) Auden's Home Appliance Service Guide will be used as a basis for structuring the training course.
   - (f) This text book has separate sections treating the servicing of all major appliances.
   - (g) In each section refer constantly to the outline showing:
     Trouble - Possible Cause - Remedy
   - (h) This text book and others will be added to the library. These, plus manufacturers service manuals will be used on texts for reference, reading assignments, trouble shooting, and instructional material for use in the repair and servicing of appliances, under the direction of the instructor

6. Suggestions:
   The training program should include provisions making it possible for the referring agency to furnish the trainee with at least one text book, the basic hand tools and tool box essential and necessary in following his trade. Servicemen are usually required to furnish their own ordinary hand tools.

SPECIFICATIONS.- ON-THE-JOB TRAINING PROGRAM
SOUND AND TELEVISION EQUIPMENT

COURSE DESCRIPTION

The object of the program is to provide training and practical experience through actual work situations involving the servicing and repair of sound equipment such as:

- Home Radios
- Auto Radios
- Automatic Record Changers
- Transistor Radios
- Magnetic Tape Recorders
- Public Address System
- Short Wave Receiver
- Television (black & white, and color)

In addition to the practical service and repair experience, training will include instruction in the mechanical and physical principles, construction and operation principles, of the various sound equipments. These will be taught during the processes involved in:

- Disassembly
- Repair and replacement of parts
- Salvage Operations
- Mechanical Adjustments
- Assembly
- Refinish and Touch Up, etc.

The textbooks NRI Home Study Course, Audel, Radio Man's Guide, and service manuals from manufacturers will be used for information sources and assigned reading.

PROGRAM: 78 WEEKS 3120 HOURS

1. Introduction to radio	8 hours
2. How radio receivers are serviced	8 hours
3. How to use radio tools	8 hours
4. Equipment used by servicemen	16 hours

Tools required for Radio and Television Department:

- Oscilloscope
- Sweep Generator and Marker
- VTVM
- Tube Tester
- CRT Rejuvenator & Checker
- Battery Eliminator
- CRT Extension Harness Kit
- Analyzer
- Putput Meter
- All Wave Oscillator
- Capacitor Meter
- Inductance Meter
- Signal Generator

Hand tools required:

- Welder Solder Gun
- Solder probe aid tool
- Hack Saw
- 8 oz. Ball Pien Hammer
- Punch Set
- Chisel Set
- Allen Wrenches
- Spline Wrenches
- Set of Regular Screw Drivers
- Set of Phillips Screw Drivers
- Set of Jewelers Screw Drivers
- Hand Reamer
- Set of Nut Drivers 3/16 to 1/2"
- Needle Nose Pliers 6"
- Diagonal Cutting Pliers 7"
- Diagonal Cutting Pliers 5"
- Slip Joint Pliers 10"
- Lineman's side cutting pliers 6"
- Adjustable Wrench 6"
- Set of TV & Radio Alignment Tools
- Miller Wire Stripper
- Neon Line Tester (60-500V)
- Combination Pliers 6"
- Metal Tape Rule

Sound & Television Equipment (continued)

5. How radio and electronic tubes work	24 hours
6. How to test tubes	24 hours
7. Simple radio circuits and meters	120 hours
8. Getting acquainted with receiver service	240 hours
9. How to remove and overhaul chassis	240 hours
10. How to restring dial cords and set push buttons	8 hours
11. How to test and replace resistors	16 hours
12. How to test and replace condensors	16 hours
13. How to test and replace volume controls	16 hours
14. How to test and replace coils, chokes and transformers	24 hours
15. How to test and repair speakers	24 hours
16. How operating voltages are obtained	240 hours
17. Power supply units	44 hours
18. Transistor fundamentals	8 hours
19. Transistor circuits	16 hours
20. Transistor testing	16 hours
21. Auto radio receivers	40 hours
22. Phonograph pickups	8 hours
23. Automatic record changers	16 hours
24. Magnetic tape recorders	20 hours
25. Public address systems	40 hours
26. Short wave receivers principles	60 hours
27. Frequency modulation	60 hours
28. Placing Television receivers	4 hours
29. Television controls test patterns and adjustments	24 hours
30. Television interference	16 hours
31. Intereference traps	8 hours
32. Television antenna and transmission lines	4 hours
33. UHF antennas	4 hours
34. Master antenna systems	12 hours
35. Antenna installation procedure	12 hours
36. Television broadcasting	24 hours
37. Television receiver circuit fundamentals	80 hours
38. Circuit description of typical TV receivers	40 hours
39. Television picture tubes	20 hours
40. Profection-type TV receivers	20 hours
41. Television test equipment	40 hours
42. Trouble shooting	436 hours

Sound & Television Equipment (continued)

43. Television servicing	436 hours
44. Wave form analysis	20 hours
45. Color Television	80 hours
46. Color characteristics	80 hours
47. CBS color TV system	40 hours
48. RCA color TV system	40 hours
49. Black & white reception	40 hours
50. Color disc	40 hours
51. Color conversion methods	80 hours
52. UHF converters	40 hours
53. Commercial UHF converters	40 hours
54. Circuit fundamentals	40 hours
55. TV glossary	40 hours

At the conclusion of each grouping there will be a series of tests.

SCOPE OF COURSE:

The instructional material in NRI Home Study Course Lessons 1 - 12, Audel's, Radio Man's Guide, (Pages 145-164, 239-260, 261-282, 379-494, 535-554, 561-574). Shop techniques - use of tools, care of tools, safety measures, fundamentals of electricity, are also found in these books.

SPECIFICATIONS - ON-THE-JOB TRAINING PROGRAM
PBX SWITCHBOARD OPERATOR - RECEPTIONIST

COURSE DESCRIPTION:
Gain general knowledge as to type of PBX switchboard, meaning and usage of such features as plug coard, switches, lights and head sets. (Switchboard used has eight (8) trunk lines and eighteen (18) extension lines)

PROGRAM: 65 DAYS 520 HOURS

1. Using duplicate head set and monitoring of incoming calls. 40 hours

2. Handle actual individual operation of PBX switchboard without monitoring by experienced operator, but with one at hand. 120 hours

3. Learning telephone company procedures in the handling of long distance calls and conference tie-ins. 120 hours

4. Learning positive advantage of and practice the proper handling of both contributors and customers complaints. 120 hours

5. Continue all operations learned in Items 1 through 4 with actual handling of all calls, incoming, outgoing and inter-plant, including long distance and conference hook-ups, and gaining of experience and confidence while working under pressure. (These operations to be done with or without experienced operator present) 120 hours

SPECIFICATIONS - ON-THE-JOB TRAINING PROGRAM
GENERAL LAUNDRY WORK
RECOMMENDED LENGTH OF COURSE: 60 Working Days

The course of laundry operations covers all aspects of a laundry that are to be found in most commercial laundry businesses, including sorting and maintenance of washers. This course specifically covers the following:

1. CLOTHES SORTING

The sorting of clothing according to color and material, including instructions on all material that may be bleached and the materials which must be done in cool water. This will entail a knowledge of the different types of fabrics and which fabrics can be washed together.

2. OPERATION OF WASHER, DRYER, CLOTHES EXTRACTOR

How to operate the washer, dryer and clothes extractor in such a manner as to obtain maximum production with minimum effort.

3. CARE AND MAINTENANCE

Instruction on how to take care of and maintain the washer and driers so that they may continually be in operation at all times.

4. SOAPS AND DIFFERENT MATERIALS

Discussion of the different types of materials and instructions on how soap effects each type of cloth. Special instructions are given on methods of removing grease and other difficult stains.

5. SAFETY

Special instructions are given in the safety procedures necessary to operate the various machines in a safe manner.

6. STEAM IRONING AND SUZY STEAMER

In order that the laundry operator may be more versatile and, therefore, more valuable, some instruction is given in hand steam ironing and the operation of the Suzy Steamer.

SPECIFICATIONS - ON-THE-JOB TRAINING PROGRAM TERM: 26 Weeks
SIMPLE UPHOLSTERY

(Chrome padded chairs, kitchen padded chairs, wooden padded chairs, boudoir padded chairs, wood padded chairs such as platform rockers, office chairs, etc.)

1. Elementary Woodshop activities:
   The fixing of frames and other parts of the furniture which are damaged and need repair.

2. Stripping the Article:
   Techniques of removing the old material without damaging the frame. Also how to do the job quickly and safely.

3. Layout:
   Includes measuring the article, sizing the material and cutting it for each individual job.

4. Use of Tools:
   This includes the following tools:
   Magnetic Hammer
   Cutting Shears
   Tack Lifters
   Strippers
   Stretching Pliers
   Power Sewing Machine
   Clamps

5. Spitting Tacks:
   Includes the techniques of spitting tacks without injury to mouth or loss of tacks, yet maintaining tacks in convenient position for rapid fire tacking.

6. Padding and Webbing:
   Includes the technique of padding arms, backs and seats. Putting Webbing on tightly and correctly.

7. Blind Sewing:
   The sewing of cushions, backs, arms, etc., when tacking is not appropriate.

8. Power Sewing Maching Operation:
   Correct methods of operation and techniques of the uses of a Power Sewing Machine in the Upholstery trade.

9. Trim:
   Trimming and finishing the upholstery material for each individual job.

10. Knowledge of Materials:
    Knowledge of all materials, their use, strength and wearing ability.

SPECIFICATIONS - ON-THE-JOB TRAINING PROGRAM
ELECTRIC SEWING MACHINE OPERATOR

TERM: 12 Weeks

FIRST MONTH

1. General acquaintanceship with the type of electric sewing machines used. ($\frac{1}{2}$ HP Necchi and Singer Machines)

2. Knowledge and demonstration of all safety principals involved in electric sewing machine operation.

3. Knowledge and practice of normal maintenance and initial operation of machine.
   (a) Threading
   (b) Winding and replacement of bobbin
   (c) Adjustment of tension and stitch

4. Practice and start of productional work on simple straight seam stitching only. (Also selectivity of thread color and size)

5. Knowledge and demonstration of various sewing attachments to be used later in more complex operations.

SECOND MONTH

1. Continuing productional work on straight seam stitching.

2. Demonstration practice and production of more complex machine techniques such as:
   (a) Hemming
   (b) Patching
   (c) Pleating
   (d) Shirring
   (e) Invisible sewing
   (f) Replacement of simple clothing parts - lace, straps, zippers.

3. AT END OF SECOND MONTH. The learning and practice and production of more complicated sewing operations. Some actually involving minor tailoring functions, such as:
   (a) Putting cuffs on pants
   (b) Repairing and placement of lining on coats and suits
   (c) Making and sewing on of pockets on suits and coats
   (d) Partial remodelling of dresses - new sleeves, necklines, etc.

THIRD MONTH

1. Continuing operation of production duties as outlined first and second months.

2. Knowledge and practice and production of making patterns, cutting and sewing operations in manufacturing of new products such as:
   (a) Aprons
   (b) Pillow Slips
   (c) Slip Covers
   (d) Draperies

SPECIFICATIONS - ON-THE-JOB TRAINING PROGRAM
SPRAY PAINTING

COURSE DESCRIPTION

The object of this course is to provide the trainee with the basic skills and knowledge essential in training him to be employable within the Goodwill spary painting and outside industry.

PROGRAM - 120 Days 960 Hours

1. Preparation of Furniture: 160 Hours
   Trainee will be trained to evaluate various pieces of furniture in order to determine what must be done in order to prepare it for spray painting. He must also be able to perform the actual preparation of furniture such as sanding, cleaning, sealing, etc.

2. Knowledge of Equipment: 80 Hours
   Tools required for a Spray Painter:
   2 Spray Guns - one for primer, one for finish
   2 Extra Syphon Cups (Multiple Color)
   2 Spray Gun Wrenches (1 Binks - 1 Devilbiss)
   2 Nozzle Brushes
   1 Hammer
   1 Large Screw Driver
   1 Heavy Punch
   1 Strap Wrench
   1 14" Pipe Wrench
   1 Pair Rubber Gloves
   1 Respirator

He must be thoroughly trained in the operation of his equipment, how it works; if it is not functioning properly, why; learn the operation of pressure guage and how much pressure must be used in each instance; operation of the spray gun, such as adjusting the nozzle for various widths of spray. He must also know what causes the gun to clog and how to rectify it.

3. Motion: 160 Hours
   Trainee must learn the proper way to spray various strokes; how far away he must stand from the article being sprayed and how to overlap each stroke.

4. Paint Preparation: 240 Hours
   Trainee must learn how to mix and thin paint properly before applying any paint or sealer. Trainee must learn the proper coverage of each piece of furniture.

5. Actual Spraying: 240 Hours
   Trainee must learn to control the flow of paint, where he started spraying each article. He must learn how to tilt the gun and also to spray away from himself and to avoid overspraying. He must also learn to keep the gun moving and to avoid any build up of paint.

6. Cleaning: 80 Hours
   Trainee will be trained in cleaning of his equipment and the maintenance of his equipment so that he can keep it in good operating condition at all times. He will also be taught how to keep his work area neat and clean.

SPECIFICATIONS - ON-THE-JOB TRAINING PROGRAM
SOUND EQUIPMENT

DESCRIPTION:

The object of the program is to provide training and practical experience through actual work situations involving the servicing and repair of sound equipment such as:

- Home Radios
- Auto Radios
- Automatic Record Changers
- Transistor Radios
- Magnetic Tape Recorder
- Public Address System
- Short Wave Receiver

In addition to the practical service and repair experience, training will include instruction in the mechanical and physical principles, construction and operation principles, of the various sound equipments. These will be taught during the processes involved in:

- Disassembly
- Repair and Replacement of Parts
- Salvage Operations
- Mechanical Adjustments
- Assembly
- Refinish and Touch-up

The textbooks: NRI Home Study Course, Audels, Radio Man's Guide, and service manuals will be used for information sources and assigned reading.

PROGRAM: 34 Weeks 1360 Hours

1. Introduction to Radio	8 Hours
2. How radio receivers are serviced	8 Hours
3. How to use radio tools	8 Hours
4. Equipment used by servicemen	16 Hours

Hand Tools:

- Diagonal Cutting Pliers 7"
- Diagonal Cutting Pliers 5"
- Slip Joint Pliers 10"
- Lineman's side cutting pliers 6"
- Adjustable Wrench 6"
- Set of Radio Alignment Tools
- Miller Wire Stripper
- Neon Hi-Voltage Probe
- Neon Line Tester (60-500V)
- Combination Pliers 6"
- Hand Reamer
- Metal Tape Rule
- Weller Solder Gun
- Solder Probe aid Tool

- Putput Meter
- All Wave Oscillator
- Capacitor Meter
- Inductance Meter
- Signal Generator

- Hack Saw
- 8 oz. Ball Pien Hammer
- Punch Set
- Chisel Set
- Allen Wrenches
- Spline Wrenches
- Set of regular Screw Drivers
- Set of Phillips Screw Drivers
- Set of Jewelers Screw Drivers
- Set of Nut Drivers 3/16 to 1/2"
- Needle Nose Pliers 6"
- Oscilloscope
- Sweep Generator & Marker
- VTVM
- Tube Tester
- CRT Rejuvenator & Checker
- Battery eliminator
- CRT Extension Harness
- Analyzer

Sound Equipment (Continued)

5. How Radio and Electronic Tubes work	24 Hours
6. How to Test Tubes	24 Hours
7. Simple Radio Circuits and Meters	120 Hours
8. Getting acquainted with receiver service	240 Hours
9. How to remove and overhaul Chassis	240 Hours
10. How to restring Dial Cords and set Push Buttons	8 Hours
11. How to test and replace Resistors	16 Hours
12. How to test and replace Condensors	16 Hours
13. How to test and replace Volume Controls	16 Hours
14. How to test and replace Coils, Chokes & Transformers	24 Hours
15. How to test and repair Speakers	24 Hours
16. How operating voltages are obtained	240 Hours
17. Power supply units	44 Hours
18. Transistor fundamentals	8 Hours
19. Transistor circuits	16 Hours
20. Transistor testing	16 Hours
21. Auto Radio Receivers	40 Hours
22. Phonograph pickups	8 Hours
23. Automatic record changers	16 Hours
24. Magnetic tape recorders	16 Hours
25. Public address systems	40 Hours
26. Short wave receivers principles	60 Hours
27. Frequency modulation	60 Hours

5. Placement

(a) History

In the initial phases of the project many clients were referred back to the referring agencies for placement, or were placed through the Division of Employment Security. However, an increasing core group remained who looked directly to the Vocational Evaluation Unit for help in returning to the world of work. As a result, a Placement Counselor was hired in July 1963.

(b) Objective

The major functions of the Placement Counselor are to develop training placements in business and industry for clients of the program, and to coordinate his efforts with other placement resources. In addition, he provides pre-placement counseling for clients of the program, and he is also involved in the supervision of On-The-Job Training programs within Springfield Goodwill Industries. He also provides placement follow-up in coordination with the referring agencies.

(c) Description

The placement program is structured so that the Placement Counselor becomes increasingly involved with the client from the vocational evaluation phase through the personal - work adjustment program and on-the-job training. This creates a smooth continuity in the rehabilitation process and allows the Placement Counselor to become thoroughly familiar with his client. This results in more affective job placements.

Much of the Placement Counselor's time is spent on the road, visiting employers at placement sites. In his contacts he uses a definite selling orientation. A close follow-up program is also used as a selling point so that the employer can feel that if any difficulties arise someone will be there quickly to straighten out the problem. This kind of close follow-up is essential in getting and keeping a placement program going. In addition, placement personnel who are at ease in a commercial industrial setting are essential in order to gain rapport with the employers.

(d) Data Collection Procedures

1. Development of forms. Along with the development of the project, appropriate forms were created to facilitate data collection. These included the following:

   a. Initial Intake Form. This form was utilized to consolidate general information pertaining to clients, family background data, medical history, educational background, vocational history and avocational activities.

b. Daily Work Sheet. This form is used for comprehensive recording of daily assignment in all phases of the project, with Quantity and Quality of work reported.

c. Sample Evaluation Worksheet. This is used for recording of Performance on the simulated work tasks.

d. Evaluation Worksheet. Used within Goodwill production departments for recording client performance.

e. Bi-weekly Foreman's Report of clients evaluation. This covers qualitative aspects of the clients performance.

f. Work Adjustment Evaluation Sheet. This covers qualitative aspects of the clients performance during Personal - Work Adjustment phase.

g. Case Summary Form. This form serves the dual purpose of summarizing case data and providing a brief final report with specific recommendations.

(Samples of these forms are found in Appendix

2. Collection of Narrative Data.

In addition to the data recorded on forms, short narrative reports are kept on each client in the following areas:

a. Intake interview

b. Records from other involved social welfare agencies.

c. Additional medical and psychiatric information.

d. Former employer interview when feasible.

e. Narrative summary of test results and behavior.

f. Narrative summaries of pertinent events that occur during vocational evaluation.

g. Narrative summaries of formal program development.

h. Counseling notes.

i. Notes by work supervisors covering the personal-work adjustment phase.

j. Notes covering OJT progress.

k. Job development and placement

l. Follow-up

m. Final summaries.

All of this information is used in staff conferences to facilitate evaluation and meaningful rehabilitation planning and development for each client.

IV. CLIENTS SERVED AND THEIR PROGRESS

A. Discussion of Tables

1. Tables I and II indicate that 165, or 38%, of the clients carried either a primary or secondary diagnosis of mental retardation. 150 clients, or 34.6%, carried a primary or secondary diagnosis of psychiatric illness. These numbers indicate that the project has fulfulled its purpose of placing particular emphasis on work with the retarded and the emotionally disturbed.

2. Table III indicates that 52% of the clients were less than 25 years old. This reflects the tendency of the public rehabilitation agencies to emphasize work with young clients for whom rehabilitation and employment goals are feasible. Only a little over 1% of the clients were 60 years of age or older.

3. As indicated in Table IV, educational attainments for this group were low. 85% of the clients had not completed high school. Only 3% had attended or graduated from college.

4. Sex distribution, as indicated in Table V, has run approximately two thirds males versus one third females for the duration of the project. This parallels the sex distribution of Massachusetts Rehabilitation Commission clients, and probably indicates a greater tendency on the part of families to accept and retain disabled or disturbed economically unproductive females in the home.

5. Table VI indicates 232, or 53.5%, of the project's clients had either never been employed or had been employed less than a year prior to entering vocational evaluation. For the 202, or 45.5%, who had worked more than a year prior to entering the project, this period in many cases represented the accumulation of time on successive marginal and unsuccessful jobs.

6. The large percentage of clients who, although having previously worked, were unemployed twelve or more months prior to entering the project (Table VII, 242 individuals or 55.7% of the total) probably reflect both the time spent in illness and medical services, as well as the long time required for individuals and families to realize that the client is in need of professional rehabilitation help and to begin to utilize such help where it is available.

7. Table VIII reflects the low previous occupational level of clients. 20% had never worked at all, and an additional 53% had held only unskilled jobs.

8. The realization of the objective to work primarily with clients referred by other rehabilitation agencies, is clearly reflected in Table IX. 423 of the clients, or 97.5% of the total, were referred by state rehabilitation agencies. The Veterans Administration contributed on additional per cent.

9. The I.Q. distribution given in Table X consolidates the information derived from Tables I and II. 167 individuals, or 38.5%, have I.Q.'s below 80. (Information for Tables I and II was derived from medical diagnoses, which often omit I.Q. tests)

10. Table XI shows that 335 clients, or 77.2%, completed the evaluation; 62 clients, or 14.3% remained in the program longer, for the most part in the personal adjustment - work adjustment phase.

11. Table XII indicates the disposition of clients following the evaluation. 153 clients entered either competitive or sheltered employment shortly after completing vocational evaluation. An additional 71 clients entered competitive or sheltered employment after completing the competitive or on-the-job training programs. Thus, of the 434 clients serviced during the four year existence of the project, a total of 224 individuals, 51.6%, entered some form of employment. In the light of the tendency of referring agencies to refer severely and multiply disabled clients to the project, the project staff feels that this is a creditable record.

TABLE I

DISTRIBUTION OF PROJECT CLIENTS BY PRIMARY DISABILITY GROUPS

Classification	f	%
Mental retardation	133	30.64
Neuropsychiatric	100	23.04
Central nervous system disease (other than retardation)	61	14.05
Heart and circulatory diseases	33	7.60
Orthopedic	29	6.68
Muscio-skeletal disease	25	5.76
Visual handicaps	14	3.22
Auditory handicaps	11	2.53
Pulmonary disease	8	1.84
Miscellaneous	20	4.60
Total	434	99.96

TABLE II

DISTRIBUTION OF PROJECT CLIENTS BY SECONDARY DISABILITY GROUPS

Classification	f	%
Mental retardation	32	7.37
Neuropsychiatric	50	11.52
Central nervous system disease (other than mental retardation)	21	4.83
Heart and circulatory diseases	7	1.61
Orthopedic	10	2.30
Muscio-skeletal disease	4	.92
Visual handicaps	10	2.30
Auditory handicaps	2	.46
Pulmonary disease	7	1.61
Obesity	13	2.99
Speech impairment	12	2.76
Gastro-intestinal disease	3	.69
Miscellaneous	8	1.84
No secondary disability listed	255	58.75
Total	434	99.95

TABLE III

AGE DISTRIBUTION

I	f	%
60-65	5	1.15
55-59	10	2.30
50-54	22	5.06
45-49	28	6.45
40-44	35	8.06
35-39	37	8.52
30-34	33	7.60
25-29	37	8.52
20-24	92	21.19
15-19	135	31.10
Total	434	99.95

TABLE IV

EDUCATION ATTAINMENT

Attainment	f	%
Ungraded (special classes)	124	28.57
Elementary or less	120	27.64
1 year high school	25	5.76
2 years high school	46	10.59
3 years high school	54	12.44
Graduated high school	44	10.13
Some college	10	2.30
Graduated college	3	.69
Business training	2	.46
Formal vocational training	6	1.38
Total	434	99.96

TABLE V

SEX DISTRIBUTION

Year	Sex	f	%
1962	Male Female	59 30	66.29 33.70
1963	Male Female	71 41	63.39 36.60
1964	Male Female	81 23	77.88 22.11
1965	Male Female	65 30	68.42 31.57
1966	Male Female	19 15	55.88 44.11
Total	Male Female	295 139	67.97 32.02
Grand Total		434	99.99

TABLE VI

TOTAL LENGTH OF PREVIOUS EMPLOYMENT*

Duration	f	%
Never employed	87	20.0
0-1 month	79	18.2
1-3 months	15	3.4
3-6 months	22	5.1
6-12 months	29	6.7
Over 12 months*	202	46.5
Total	434	99.9

*Does not necessarily indicate continuous employment

TABLE VII

LENGTH OF UNEMPLOYMENT PRIOR TO DIAGNOSTIC SERVICE

Duration	f	%
Never employed	87	20.0
0- 1 month	26	6.0
1-3 months	12	2.8
3-6 months	27	6.2
6-12 months	40	9.2
Over 12 months	242	55.7
Total	434	99.9

TABLE VIII

PREVIOUS OCCUPATION LEVEL

Level	f	%
Unskilled	229	52.80
Semi-skilled	45	10.36
Skilled	10	2.30
Agriculture	7	1.61
Sales - Clerical	28	6.45
Service	24	5.52
Professional-Managerial	4	.92
Never employed	87	20.00
Total	434	99.96

TABLE IX

REFERRAL SOURCE

Source	f	%
Massachusetts Rehabilitation Commission	358	82.48
Connecticut Bureau of Rehabilitation	53	12.21
Massachusetts Division for the Blind	12	2.76
Insurance Companies	3	.69
Veterans Administration	6	1.38
Child Family Service	1	.23
Self	1	.23
Total	434	99.98

TABLE X

I.Q. DISTRIBUTION

I.Q.	f	%
130 and above	2	.46
125-129	3	.69
120-124	5	1.15
115-119	4	.92
110-114	15	3.45
105-109	19	4.37
100-104	23	5.29
95-99	27	6.21
90-94	50	11.50
85-89	41	9.44
80-84	46	10.59
75-59	42	9.67
70-74	33	7.60
65-69	20	4.60
60-64	34	7.83
55-59	19	4.37
50-54	11	2.53
45-49	4	.92
40-44	4	.92
Not determined	32	7.37
Total	434	99.88

TABLE XI

LENGTH OF STAY

Number of Days	f	%
1-5	30	6.91
6-10	31	7.14
11-15	22	5.06
16-19	16	3.68
20	273	62.90
Over 20	62	14.28
Total	434	99.97

TABLE XII

DISPOSITION OF CASES FOLLOWING EVALUATION

Category	f	%
Competitive employment*	68	15.66
Sheltered employment*	85	19.58
Entered Personal Adjustment - Work Adjustment	60	13.82
Entered competitive On-The-Job Training	11	2.53
Entered sheltered OJT*	17	3.91
Referred back for additional medical services	10	2.30
Returned to school	7	1.61
Awaiting placement	13	2.99
Too severely disabled for work	37	8.52
Deceased	2	.46
Not working - referred to another agency	9	2.07
Closed by referring agency as not feasible	36	8.29
Withdrawn - own initiative	40	9.21
Withdrawn - family initiative	6	1.38
Withdrawn - medical request	11	2.53
Withdrawn - psychiatric request	4	.92
Terminated - staff decision	10	2.30
Undetermined	8	1.84
Total	434	99.92

*Of the 88 clients who entered either personal adjustment - work adjustment, competitive OJT, or sheltered OJT., 71 completed these programs and entered either sheltered or competitive employment. Thus, of the 434 clients serviced during the four year existence of the project a total of 224 individuals (51.6%) entered some form of employment.

V. OUTCOME AND IMPLICATIONS

A. Impact on parent agency

The presence of the Vocational Evaluation Unit in the Goodwill Industries has had some far reaching effects on the philosophy and personnel of the parent agency. Many practices and attitudes have been changed over the past four years by the inclusion of the project and its staff in the activities of the Goodwill Industries. The increased role of formal rehabilitation activities is reflected by the willingness of the parent organization to construct new physical facilities, which now include five spacious offices, a staff room and a storage room.

1. Infusing of Rehabilitation Orientation into Goodwill Personnel. The presence of a Project Director (a professionally trained rehabilitation counselor), a social worker, a part time psychologist and two work evaluators, all engaged in operating a formalized vocational evaluation unit, began to have an impact on the entire Goodwill Industries in a relatively short time. From the beginning the friendly and accepting atmosphere of the Goodwill Industries made for relatively easy assimilation for the new unit. Contact between vocational evaluation unit personnel and the rest of the Goodwill supervisory staff soon became extensive at all levels, because from the time of the establishment of the unit, contacts with the Massachusetts Rehabilitation Commission and other state rehabilitation agencies, were more and more funneled through the evaluation unit, so that it gradually became the liaison agency between the Goodwill Industries and the various professional rehabilitation agencies. As a result, a greater understanding of formal rehabilitation concepts spread among Goodwill personnel as a whole.

   Concepts such as intelligence and personality became better understood. Acceptance and understanding gradually increased for people with extreme handicaps, such as the severely retarded and the severely emotionally disturbed. Supervisors began to learn to supervise these individuals better as some of them graduated from the vocational evaluation to permanent placement in the Goodwill shop, or as they were placed there for temporary evaluation on actual work.

   Formal meetings were held at various times for Goodwill supervisory staff to serve as a kind of in-service training program concerned with the philosophy and purposes of the unit as well as about supervisory practices and attitudes and rehabilitation philosophy in general. As a result of these activities a gradual development of trust in the staff of the vocational evaluation unit took place, with the result that today the consultation and advice of the rehabilitation personnel is sought on many matters, some of which are at times somewhat removed from rehabilitation issues.

In addition, Goodwill Shop Supervisors have become more sophisticated in observing and evaluating clients behavior. They trust their own observations and feelings more and, as a result, contribute more effectively to staff decisions about clients.

As the vocational evaluation unit became integrated into the Goodwill Industries, a reverse impact and infusion of the practical work philosophy of the parent organization into the new project also took place. This resulted in the melding of the professional and practical approaches which has given the Vocational Evaluation Unit its unique strength, and has enabled it to provide realistic, practically oriented vocational evaluations for the referring agencies. They, in turn, have been able to utilize these meaningfully in the rehabilitation of their clients.

2. Increased familiarization with, acceptance and utilization of Rehabilitation concepts by Goodwill Board of Directors and Rehabilitation Committee.

   As the vocational evaluation unit has made its impact on the Goodwill Industries, there has been an increasing acceptance of rehabilitation concepts by the Board of Directors and its various committees. This is indicated by the approval of new rehabilitation projects, by the increased time devoted by them to the discussion of rehabilitation projects and issues, and above all, by their willingness to commit substantial sums of money to aid these projects - an event of particular significance in an organization that has faced financial problems during much of its forty years of existence.

   In particular, a rehabilitation committee has been organized, which, in turn, is advised by a group of rehabilitation professionals. Both the committee and its advisory group have much increased in membership in recent years by the addition of Psychiatrists, Physicians, Psychologists, Rehabilitation Specialists and representatives of various public and private rehabilitation agencies. The point has now been reached where the Rehabilitation Committee has become the most active committee in the Goodwill organization.

3. Stimulation of New Programs within the Goodwill Industries.

   The existence of the Vocational Evaluation Unit has brought with it stimulation of a whole series of new programs. The unit itself has become the basis of a formally organized rehabilitation unit, supervised by a Rehabilitation Director. This unit has been instrumental in the development of several new projects.

   An Experimental and Demonstration Project for Rehabilitation of the Youthful Offender has been in operation for over a year under the sponsorship of the Department of Labor. A small pilot workshop for the severely disabled was started and has become the nucleus of another full scale research and demonstration project.

Projects for the rehabilitation of epileptics and arthritics have been proposed - some of which will, most likely, become realities. The entire contract industrial work section has become closely tied in to the rehabilitation section, and in particular has served the needs of the pilot project for the severely disabled. The existence of this first project has also contributed to the development of a small medical unit with a part-time doctor and nurse, and to the construction of a fully-furnished cafeteria, which will play a major role in the social adjustment training of disabled and disadvantaged individuals, and will also serve as a formal training setting for the learning of actual food service skills.

In addition, an Automotive Repair Shop is currently being installed to serve as a training facility for automotive service and repair skills for disabled individuals. A small machine shop is in the planning stage. The Goodwill Industries is also being asked to establish a program for the blind.

The existence of the Vocational Evaluation Unit, the development of the Youthful Offender Rehabilitation Project, and the coming into being of the Task Training Project for the Severely Mentally Retarded, and the incipient initiation of other programs has stimulated the planning of a dormitory, as a temporary residence for clients undergoing evaluation or training in the various rehabilitation programs. The architects for this building have been selected and preliminary plans are being drawn up at present. As a result of all this, the Springfield Goodwill Industries has also been purchasing adjacent parcels of land to provide for future expansion.

All these activities have resulted in increased referrals from the Connecticut Bureau of Rehabilitation. In order to accommodate these clients, the Goodwill Industries has purchased a school bus, and operates its own daily bus service between Hartford and Springfield. The existence of all these vocational rehabilitation activities has stimulated the development of a local group of interested consultants from the fields of medicine, psychiatry and psychology, who play an essential role in the operation of these programs.

In sum total, the Springfield Goodwill Industries rehabilitation personnel has increased as follows: At the time of the initiation of the Vocational Evaluation Unit there was one Rehabilitation Counselor, one Social Worker, and two Rehabilitation Work Supervisors. There was one consultant Psychologist. At present, spread over several projects, there are four Rehabilitation Counselors, two Social Workers, one Placement Counselor, eight Rehabilitation Work Supervisors and a Rehabilitation Director. There are also three consultant Psychologists and a consultant Psychiatrist. Of course all of these individuals are in addition to the regular Goodwill sheltered workshop personnel which has also increased in number over this four year period.

B. Impact on Community

The existence of the Vocational Evaluation Unit has had an impact on the community in a number of areas. The three major ones are listed below:

1. Increasing use of the Project by other rehabilitation agencies: The vocational evaluation unit has become the accepted place for in depth vocational evaluation for the more severely and multiply handicapped clients of the state rehabilitation agencies in the surrounding areas. These have been the Massachusetts Rehabilitation Commission, the Massachusetts Division for the Blind, the Connecticut Bureau of Rehabilitation, the Veterans Administration and, during the last year and a half, various Massachusetts correctional agencies. In addition, the Springfield and Chicopee school systems have utilized the facilities of the program for work with their retarded older pupils. The increased use of the unit is reflected in the increased number of client days over the years as indicated. Along with the increased use of the unit, there has come a gradual increased understanding of what the unit does and how it may be utilized.

   As the counselors in the other rehabilitation agencies have become familiar with the purposes and policies of the unit, as they have attended joint staff meetings, as they have come to know the Director of the Vocational Evaluation Unit as well as the various staff members, they have learned to make more meaningful and sophisticated referrals, to meaningfully pose questions that they wanted the evaluation unit to answer and to utilize the results to plan meaningful, further rehabilitation training and placement for their clients. As the usefulness of the project has become evident to these other agencies, their supervisors have expressed greater interest in the project, have encouraged their counselors to use it more frequently, and have also themselves been appointed to the Rehabilitation Committee and its advisory bodies. Contact with other rehabilitation agency personnel now occurs almost on a daily basis.

2. Stimulation of Vocational Rehabilitation Projects in other Agencies: The presence of the Vocational Evaluation Unit has had direct influence on the establishment of a vocational rehabilitation project for the moderately retarded in the West Springfield school system. In addition, some of the anti-poverty programs of the Springfield Action Committee have been influenced by the existence of this project in Springfield and have patterned some of their proposals on proposals submitted by the Springfield Goodwill Industries. The Veterans Administration Hospital at Northampton has also followed the lead taken by the Goodwill Industries in Springfield (as well as by other VA hospitals), in modifying some of its work activities and in establishing a contract work shop based on the contract work set up at Springfield Goodwill Industries. However, throughout the four year period, it has appeared that, although other agencies have been interested in thinking about similar programs, many of the public ones feel themselves somewhat limited by financial and other regulations. As a result, some of them have felt that it is more convenient to pay for the services of the evaluation unit and to allow the actual administration of these activities to remain in private hands.

The Vocational Evaluation Unit and its allied programs has experienced an increasing flow of interested visitors in recent years. Many of these have come from local school systems. In particular, the pilot project for the severely retarded has stimulated several local school systems to experiment with changes in their special classes. Some school systems are starting combined school-work programs. The Chicopee School system in particular has cooperated with the Goodwill Program by assigning a rehabilitation work supervisor to the Goodwill Industries while paying her from school funds. In addition, they transport approximately twenty severely retarded individuals from Chicopee to Springfield.

3. Increased Relationship with Local Colleges. The establishment of the Vocational Evaluation Unit, with the resultant increase in professional staff, at the Goodwill Industries, and its various committees, has resulted in very close ties with the Rehabilitation Counseling Program at Springfield College. The Vocational Evaluation Unit serves as a practicum setting for Rehabilitation Counseling students who are given experience in a wide range of activities, including vocational and psychological testing, work evaluation counseling and placement. The Vocational Evaluation Unit has been one of the strongest and most broad range practicum placement for the Springfield College program in recent years. Various members from the unit have lectured at Springfield College, both in the Rehabilitation Counseling program and in the summer institutes related to the War on Poverty. The current Goodwill Industries Rehabilitation Director serves on the board of advisors of the Graduate Rehabilitation Counseling program at Springfield College.

   In general, the relationship with Springfield College, as well as with local mental health and rehabilitation centers, has resulted in much cross fertilization of programs and ideas. It has also helped to develop the interested group of consultants who are essential for the establishment and functioning of these kinds of programs.

4. Dissemination of Rehabilitation Information. One of the units most important contribution to the development, appreciation and utilization of rehabilitation services has been the leadership it has exercized in disseminating information about rehabilitation in general. This information has been made available to the public, in addition to the specific benefits which clients have derived from their association with the unit. Extensive use has been made of the mass media in order to stimulate public awareness. Regular monthly spot announcements on various aspects of the project were made over twelve radio stations in Western Massachusetts. A local television station aired 17 live, one half hour programs in which members of the project staff, consultants and representatives of other local rehabilitation facilities participated. There have been several feature articles in the Springfield Newspapers, and several multi-picture roto gravure sections. The extensive coverage by these media has stimulated many requests for staff members to schedule speaking engagements, and has resulted in numerous visits by civic, fraternal and religious groups. The project has also been the basis for many term papers and several Masters and honors theses written by undergraduate and graduate students of local colleges.

C. Work Evaluation

From the time of the establishment of the Vocational Evaluation Unit, its major focus has been the evaluation of clients by means of work evaluation, with psychological tests, social service investigations, and medical examinations playing a secondary role.

1. Simulated work tasks versus actual work situations. At the time that the Vocational Evaluation Unit was established, heavy emphasis was placed on the development of standardized work sample techniques, following the practice pioneered by the Institute for the Crippled and Disabled, and by the Goodwill Industries elsewhere. Work samples in the mechanical assembly, clerical and general office procedure areas were developed. These have previously been described in this report.

Several problem areas soon presented themselves. It became apparent that with the type of multiply handicapped clients, generally sent by the referring agencies, written instructions were useless in many of the cases. The tasks had to be simpler than many of those previously developed elsewhere. Standardization also presented difficulties. Although reliability indexes could be calculated, validity was impossible to establish statistically because of the heterogeneous group of clients served by the evaluation unit, and the limited control that could be exercized over the field placement of the client. A very significant issue was that of motivation. Traditional methods of vocational evaluation have often implicitly assumed an innate motivating power in the test situation itself. In the experience of the vocational evaluation unit, this does not hold for persons from the lower socio-economic levels of society, or for many of the severely handicapped. Often these individuals improved radically when moved from a non-paying evaluation setting to an actual work situation where monetary reward in the form of pay was involved. This led to experimentation with actual work situations for which some financial remuneration could be provided. These, in turn, were drawn from the repertoire of work available in the Goodwill Industries. Since these were often of short run duration, standardization was based on industrial time study techniques, a procedure which proved adequate in this context.

An additional, very important factor turned out to be face validity. Tasks built of industrial parts, such as the Gate Hinge Assembly, were more readily accepted by the clients. Also, the fact that the "simulated" work tasks are in effect "simulated" and that they are taken apart so that someone else can do them over again, does not escape most clients and serves to demotivate them. Actual work which is completed and moved onward into an ongoing production process removes many of the shortcomings of simulated work.

In addition, actual work situations provide broader exposure to various job activities, various types of supervision, and a broader range of co-workers. This allows the client to develop a greater identification and self-concept as a worker and, hence, provides a more realistic evaluation than is possible in a simulated work setting. The typical pattern of evaluation that has emerged over time, is an initial period spent on simulated work sample tasks, followed by a period spent on actual work drawn either from Goodwill or from industrial contract work.

2. Use of Psychological Tests. As with the simulated work evaluation, psychological tests do not possess much motivating force for the client most often seen in this unit. Language skills are often poor so that the clients cannot make use of written material. Thus, the individual tests provide the most meaningful situation in the context of the interpersonal relationship with the examiner, as well as a qualitative evaluation of the subject's performance.

   Most psychological testing has been individual. The Wechsler Adult Intelligence Scale has been administered to almost all clients. This has produced a significant I.Q. score, as well as meaningful qualitative data.

   For those individuals with the requisite verbal skills, the the Minnesota Multiphasic Personality Inventory has been utilized for personality assessment. For those with very limited verbal skill, the Draw-A-Person Test has been used to evaluate self concept. Occasionally, other projective tests have also been utilized.

   The Wide Range Achievenemt Test has been used to determine clients' level of scholastic performance whenever feasible. It has been found useful with the majority of clients.

   In the area of interest testing, the type of client served has limited the usefulness and applicability of most instruments. Most clients do not possess adequate verbal skills or range of experience to utilize such tests as the Kuder Interest Inventories, the United States Employment Security interest inventory checklist, or the Picture Interest Inventory. In the case of the latter, many clients lack the range of experience to meaningfully interpret the activities depicted.

   As the project progressed, it was found that clients interest patterns were most meaningfully discernible through observations of his response to the various work activities and relationship patterns available in the Goodwill Industries. These, coupled with information gleaned through counseling interviews, became the basis for evaluating the client's interest patterns. Even though the range of possible activities and relationships within the Goodwill Industries is limited, it must be recognized that the majority of clients face a similar limitation of the range of possible work activities in competitive industry.

3. Group versus Individual Work. Experience with a wide variety of clients, the majority of whom were severely handicapped, points to the fact that with many, but not all of them, working together seems to result in greater acceptance of each other, with resulting greater acceptance of themselves as well as greater acceptance by normal, non-handicapped individuals, such as parents and fellow workers. Social relationships developed among the clients and they gradually gain incrcased competence in interpersonal relations. These relationships continue during coffee breaks and lunch periods, and to some extent outside the work situation.

As far as output is concerned, the results are more variable. In some cases output improves in group situations, but this is not true of all individuals at all times. Because of the diversity of handicaps, it was found that, in many instances, working together, but on separate tasks not dependent on each other proved to be the best method. In this method, three or four handicapped individuals sit at one work table, each working on a task, but they are not dependent upon each other's output as they would be on an assembly line where each worker feeds work to the next one. Particularly with retarded individuals this way of setting up work stations seems to capitalize on the spreading of motivational factors through the group without forcing individuals into a pace which they cannot meet.

Assembly lines are also used. However, the Work Supervisor must balance the assembly line taking into consideration the output and abilities of each client, rather than simply equating the work stations, as is often done in industrial practice. The results of these approaches have been characterized by their great variability.

Individual work has generally been found to be most variable. Some clients continue to work with good motivation - relying upon promptings from inner cues to keep them going - others will slow down when the motivating factors of group participation have been removed. In other instances, individuals will work well in a group for a period of time, then will slow down and have to be moved to an individual setting for a period where they then do better work. Sitting together in small groups, while working on separate tasks that are independent of each other, seems to hold a slight advantage, particularly with retarded clients. Some of the clients become motivated, and encourage and help each other.

Assembly lines are useful in motivating those individuals who profit from being pushed. However, many of the more severely handicapped become disorganized under these conditions. The main trend of these results indicates that there is great variability from client to client as to optimal work situation. As a result, an attempt is made to try each client in all three situations in order to provide the most comprehensive assessment.

D. The Personal Adjustment - Work Adjustment Concept

1. Increased Acceptance and Utilization by Local Agencies

Historically, medical examinations, psychological tests, educational examinations and other measuring techniques have served to describe an individual in a cross sectional way at a given point in time. A person's blood pressure on a certain day at a certain time is taken as being representative of his blood pressure at other times under reasonably similar conditions. A person's IQ at a given point in time is seen as representing his IQ at other times. Only in research studies, or in the course of an illness that is being monitored, are measures taken and plotted repeatedly over time. Psychological and vocational tests in particular have been developed as a convenient short term evaluation of a person's long term performance, with the hope that they could preclude the need for long term evaluations of actual performance.

As a result rehabilitation agencies in the past have tended to view evaluations as relatively short term events, done at a given point in time. They felt that a person could be scheduled for physical, psychological and vocational evaluations in a matter of a few short days. Experience indicates that this approach is not fruitful in the more severely disabled cases. Too many facturs for which no measuring instruments are available, and which remain uncontrolled, are operating in the case of any one disabled individual. Thus, it is difficult, or impossible, to make useful or valid predictions from brief, cross-sectional measurement. The recognition of this problem has led to the development of the present vocational evaluation unit and its predecessors elsewhere, where evaluation is conducted on a broader variety of activities, in a more realistic situation, through a longer period of time. This permits a more meaningful evaluation in greater depth. As the client participates in an evaluation program through time he becomes involved in the rehabilitation process and begins to change somewhat. In essence, some of the rehabilitative processes begin to take hold. This permits an evaluation of the degree to which an individual can be expected to change from his present state as he becomes involved in such a program.

The initial 20 day evaluation in the vocational evaluation unit provides the above described evaluation through time. In some cases a satisfactory evaluation is obtainable and the individual is referred back to the original referring agency. However, with other individuals it becomes apparent that something more than an evaluation is needed in order to determine what they will finally be able to accomplish. In many instances the individual is recommended for the Personal Adjustment - Work Adjustment Program, described in a previous section.

To briefly recapitulate, the work adjustment program is designed to foster adjustment to the general work setting and to assist each client to develop the proper traits required of most workers. The emphasis is on the development of productivity and other factors which make a good worker, i.e., ability to mobilize energies for work, persistence, ability to absorb pressures, neatness, concentration, acceptance of regulations, punctuality and the formation of good interpersonal relationships. During the entire personal adjustment - work adjustment program the client's progress is continually noted and evaluated.

At the time that the vocational evaluation unit originated and during the first years of existence, the local rehabilitation agencies frequently were unable to appreciate the need for such a program and, in particular, were unwilling to defray the costs that the client's presence in such a program entailed. However, as they became aware that a 20 day evaluation was not enough, with some of these more severely disabled cases, they began to accept the personal adjustment - work adjustment concept as an essential part of the early stages of a rehabilitation program prior to the advent of training for specific occupations.

They began to discover that training and job placements, following a number of months in the personal adjustment - work adjustment program, frequently was more easily accomplished and more successful than attempts with training and placement immediately after the initial evaluation. Gradually the funds were made available for this purpose in all the area rehabilitation agencies.

2. Development of Supervisor's Role in the Personal Adjustment - Work Adjustment Program

With the advent and extension of the personal adjustment - work adjustment program in the vocational evaluation unit, the supervisors throughout the Goodwill Industries have become more involved with the evaluation unit clients. Clients have been placed for prolonged periods in the various departments of the Goodwill Industries. In order to provide a reasonable uniformity of supervision, meetings were instituted between the Project Director and the supervisors throughout the plant. These became a vehicle for the dissemination of rehabilitation attitudes, as well as for the airing of general problems and the discussion of specific clients. In addition, a within the plant follow-up program was developed in which the work evaluators of the vocational evaluation unit followed up individual clients within the plant.

The institution of this program of in-service training resulted in an increased identification of the Goodwill sheltered workshop supervisory staff with the philosophy and goals of the vocational evaluation unit. The Goodwill supervisors were asked to come to the staff meetings of the Vocational Evaluation Unit when clients assigned to them were being discussed. This led to acceptance and understanding of the project on their part. It also resulted in the sharpening of their skills as observers of behavior, and enabled many of them to increase their supervisory skills. Gradually the stage has been reached where Goodwill supervisory personnel will spontaneously turn to the Vocational Evaluation Unit for consultation with problems of supervision, including those not related to project clients.

The personal and work adjustment of the clients improves most significantly when they begin to relate to the Goodwill work supervisors. The Goodwill work supervisors are quickly perceived by the clients as real industrial work supervisors, which in fact they are. The clients begin to perceive themselves more quickly as real workers, less involved with professional and helping personnel. As a result a gradual weaning from professional support takes place, a process which is most important and without which the client will not succeed in the world of work. Of course, professional support of the client continues when necessary, but one of the explicit purposes of this phase is to reduce its magnitude. At the same time, the professionals in effect enter the consultation role with the Goodwill staff at this point.

The realism of the Personal Adjustment - Work Adjustment Program has been enhanced by the fact that, although the Goodwill Industries is a sheltered workshop, certain production norms have to be met and a certain amount of work has to be done with the use of the existing personnel. Although the atmosphere is friendly and benign, the supervisors' anxiety can be aroused by individuals who are unable, or unwilling, to produce any work.

E. Development of On-The-Job Training Program

As the Vocational Evaluation Unit developed and the Personal Adjustment - Work Adjustment Program was initiated, it became apparent that some clients, and in particular those whose final goal was permanent sheltered workshop placement, could benefit from formalized on-the-job training. This led to the development of a formal On-The-Job Training Program covering the repertoire of jobs available in the day to day operations of the Goodwill Industries.

1. Development of Job Specifications

An On-The-Job Training Program requires the development of formal specifications for each job for which training will be instituted, as well as the development of meaningful criteria on which the trainee will be rated. In order to develop O.J.T. specifications each Goodwill supervisor was asked to initially write up specifications for OJT possibilities in his area. Consultation and help was provided. This process turned out to be an excellent vehicle for stimulating supervisor involvement. They were now being asked to participate in an area in which they were the experts, and in which the professionals knew relatively little. They rose to the occasion, and with consultation help a set of OJT specifications pertinent to the Goodwill Industries situation was produced. These have come to serve the following purposes:

(a) Formal detailed description of job.

(b) Creating of involvement of supervisors in developing new OJT settings.

(c) Setting up standards for training.

(d) Helping to rate progress of clients.

(e) Explaining progress to referring agency.

(f) Helping Placement Counselor in his placement of clients.

(g) Helping the client to understand the purpose of a particular OJT program.

(h) Helping the client to understand his own progress by discussing the requirements and the extent to which he meets them.

2. Training of Supervisors

The existence of the OJT Program has resulted in the Goodwill supervisors becoming more sophisticated in terms of their understanding of disability. As mentioned above, it has gotten them more involved with the entire rehabilitation process. They are the ones who usually make the recommendations for OJT after becoming familiar with the client during the personal adjustment - work adjustment phase. They are aware that they will have to provide the OJT themselves, a factor which makes their recommendation more realistic, increases their sense of responsibility, and help to sharpen their evaluative abilities by providing a validating feedback for their own recommendations.

3. Stimulation of future On-The-Job Training Programs

New projects presently starting in the Goodwill Industries, are giving rise to new OJT programs in Food Service occupations, Automobile Maintenance Operations, and Machine Shop skills. Additional OJT possibilities are often suggested by the supervisors, who are able to view the client realistically in the context of their own production operations.

F. Development of the Placement Program

1. Need for a Special Program Placement Counselor

After the program of the Vocational Evaluation Unit was underway for a time it became apparent that although the majority of the clients were being referred back to the referring agencies for further training and rehabilitation activities, many of them came to rely on the vocational evaluation unit's personnel as the central figure in their vocational lives. Some attempts needed to be made to find some of them direct placement after the completion of the evaluation and, in other cases, the work adjustment program. It gradually became apparent that the unit needed to develop its own placement and follow-up program. With even the best of intentions, other placement agencies are over taxed by former mental hospital graduates, ex-prisoners, school dropouts, etc., and find it difficult to give intense attention to such a wide spectrum of difficult cases. The time required to develop programs and placements for difficult cases is long. The experience of the local Veterans Administration Hospital and the local Prison Association indicated that a placement man devoted to the particular interests of his own specialized group is a virtual "must" for a project to function adequately.

As a result, a Placement Counselor was appointed. His activities include the following four functions:

(a) Development of placements in industry for program clients.

(b) Development of coordination with other placement programs, particularly those of the State Employment Service.

(c) Follow-up of the clients on the job setting.

(d) Coordination of his activities with the later phases of personal adjustment - work adjustment training, and the OJT programs within the Goodwill Industries.

2. Salient Features of the Placement Program

In developing the placement program, the following features stood out:

(a) The Placement Counselor should familiarize himself and develop a personal relationship with the client during the latter part of the evaluation and training program. This allows him to become involved with each client and to feel a commitment to each placement. In order to facilitate this the Placement Counselor attends staff meetings and has a voice in the decisions about each client. In turn, the client begins to regard the Placement Counselor as a significant figure with whom he will continue to have contact once he arrives on the job.

(b) Placement is a form of selling. The product is not only the client, but the whole system of follow-up. Although an employer initially may be suspicious of a follow-up program, he usually quickly accepts its existence, and receives a sense of support from the fact that there is a place he can immediately turn to if difficulties develop. Some employers develop a surprising tolerance of failure and are willing to accept repeated placements if such a close follow-up program exists. Needless to say, quick response with a training site visit by the Placement Man within a few hours is essential.

(c) Small local firms offer the best chance of training and placement, particularly if they are non-unionized. Although larger firms may give lip service support to the goals of programs like this, a perusal of results always indicates that most of the placements are with small and medium local concerns. "Scientific" personnel management policies select out (as they are supposed to) poorer risks, and multiple layers of management and supervisory personnel select out many changes in policy that top level administrators are willing to make. In line with the comments above, placement works out best if the placement man can contact the direct supervisor of the client, and acquaint him with the nature of the program. This seems best possible in small organizations, with few intermediate levels of supervision.

(d) Follow-up visits to the site are essential. These can, at times, be made by rehabilitation counseling and social work personnel. However, such visits should initially be made in company with the Placement Man, and should be coordinated by him at all times. It is important that the employer can relate to one familiar key figure, who to him represents the project on a personal basis. This relationship should not be allowed to become too diffused by the introduction of too many other people.

Counseling, Psychological and Social Work Personnel who contact employers have to be made aware of the fact that the client in the employer's point of view primarily exists to earn money for the employer, and that the employer does not view himself (at least initially) as part of the rehabilitation process. Failure to be aware of this often results in overwhelming the employer with ideas and demands which are foreign to his frame of reference, and which result in the loss of the placement. In connection with this, it is important that placement personnel are selected who are at ease in a commercial-industrial setting in order to gain rapport with the industrial supervisors.

(e) Placement of specialized problem cases always results in special attention being focused on them. The client arrives accompanied by test results, a placement man, a special contact, etc. As a result, failures also stand out in the employees experience. It is important, though difficult, to remind the employer that he is hiring only another spray painting trainee, and not a plant manager, although the forms and information arriving with the client may be more nearly reminiscent of the latter. This is another reason that, while keeping the employer aware that the client has been tested and evaluated, he not be overwhelmed by this information, which is of primary interest to professionals.

G. DEVELOPMENT OF THE SEVERELY DISABLED WORKSHOP

1. History

As the work of the vocational evaluation unit progressed it became apparent that despite good results with the moderately disabled, the evaluation unit was often frustrated in its efforts to rehabilitate the very severely disabled cases that were referred to it. Whereas, more intense and progressive procedures, such as personal adjustment - work adjustment, and on-the-job training were able to increase the numbers who could find some level of remunerative employment, the very severely mentally retarded (the trainable group) and even those who were somewhat above this level intellectually, but who also suffered from other disabilities, for example brain injury, epilepsy, etc., were often unable to take advantage of the habilitation programs offered by the unit. It appeared that a program geared to relatively short periods of work evaluation, or work adjustment, could not hope to make a contribution to the special needs of this group. A longer, more intensive program was required. As the vocational evaluation unit developed over a number of years, its personnel became involved with many cases of the above described types and acquired considerable informal experience in this area. The view prevailed among the staff that with the proper programs, the potential for positive change was present in many of these clients.

2. Description

A small pilot group of four severely retarded cases, IQ between 25 and 50, was brought into the vocational evaluation unit in the early part of 1963. When the new, large, single story Goodwill Industries building was purchased in 1964, allowing for the physical expansion of programs, it was decided to proceed more extensively with a program for the severely disabled. This in practice, in most cases, meant the severely mentally retarded. The pre-existing pilot group was expanded to 27 members and was placed in a special section of the unit. The average IQ of this group was approximately 40. Included were cases of simple retardation, as well as mongoloids and cases of multiple handicaps, including brain damage, cerebral palsy and heart conditions, in addition to retardation. A specially trained work supervisor was assigned to this group. The group's main activity became the manufacture of small sub-assemblies for several local manufacturers on a sub-contract basis. In June of 1964 a Smith College student began to utilize this group as the subject of an honors thesis.*

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*Garrett, Patricia, Adult Socialization: The Severely Retarded in a Sheltered Workshop, unpublished honors thesis, Smith College 1965

Thus extensive detailed documentation for this group became available. The results, based on direct observation and parent interviews and questionnaires, indicated very positive changes in socialization both at the Goodwill Industries and at home, as well as increases in production, self care activities, and increased responsibility in handling money.

3. Objectives

The formal purpose of this small sub-section of the evaluation unit became the application of the experience of the Goodwill staff as well as the result of other findings and experiences reported in the literature to a habilitation program for the severely mentally retarded. The intent was to prepare these individuals for vocational adjustment by means of a research oriented training program with emphasis on, a) training for socialization, b) training for confidence, motivation and productivity by means of a program of reinforcement or rewards, c) training in perception and learning, and d) to offer these disabled and retarded individuals a program of vocational and social habilitation using all the diverse resources of the Goodwill Industries. In addition, the development of a research program was envisaged and it was expected that eventually a practicum experience could be offered in experience with this kind of population for students from neighboring colleges, special education class teachers, rehabilitation and guidance counselors in training, and for social workers who are assisting the families of these clients.

The existence and development of this pilot project, which continues to function as part of the vocational evaluation unit, resulted in the development of a new project which is entitled RESEARCH AND DEMONSTRATION PROJECT AND TASK TRAINING METHODS FOR THE SEVERELY MENTALLY RETARDED. This was submitted to the Office of Vocational Rehabilitation on September 24, 1965 and is currently getting under way after having been approved on July 1, 1966.

4. Administration

The pilot project for the severely disabled has functioned on funds earned by the clients themselves through their work on contract work obtained from local industries. In addition, the Goodwill Industries has absorbed part of the cost of supervision and space.

The approval of the new project will provide for the addition of staff. This will include a Project Director, a Social Worker, a Rehabilitation Counselor, a Work Training Supervisor and three Work Trainers. In addition, there will be a consulting Clinical Psychologist and a consulting Research Psychologist. The new project will make possible a more global approach to these clients as well as the formulation of better research techniques.

H. FACTORS AFFECTING MOTIVATION

1. Importance of Monetary Rewards

As has previously been pointed out, traditional methods of vocational evaluation often implicitly assume an innate motivating power in the test situation itself. In the experience of the vocational evaluation unit this does not hold for persons drawn from the lower socio-economic levels of society, or for many of the severely handicapped. Often such individuals improve radically when moved from a non-paying evaluation setting into an actual work situation where monetary reward in the form of pay is involved. As Peffer* has pointed out, money is a major incentive that forms a fundamental foundation of our American way of life. Money derives its greatest advantage from its exchange power. One does not have to struggle to find a suitable reward for each client -- each client becomes the chooser of his own final reward system through his aquisition of the means to purchase what he values. By working for money the client can fix his own goals and satisfy them as he wishes.

In addition, money is important because the ability to work and to earn money is directly related to the way in which an individual becomes an adult in our society. Only when one earns money for work performed do his activities become meaningful and real in the eyes of others. Particularly, individuals from the lower end of the socio-economic scale do not appreciate the values of unpaid activities such as hobbies, or volunteer services. They tend to feel that such activities are not real, but instead that they constitute a kind of play. The utilization of money as an incentive in rehabilitation activities has the further advantage that, at least to some extent, it equalizes the motivating factor in a given situation for different individuals. Needless to say, money does have somewhat different meanings for different persons and the importance of money is not the same for all. However, the presence of financial reward provides some basis for a systematic control of motivation.

Although it was not tried, the above suggests that provision of a financial incentive during the performance of simulated work tasks and psychological tests, would reduce some of the differences between an evaluation and testing experience and an actual work situation.

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* Peffer, P. A., Money: A Rehabilitation Incentive for Mental Patients, American Journal of Psychology, Vol. 110, No. 2, August 1953.

2. Importance of an Industrial Atmosphere

Throughout its history at the Springfield Goodwill Industries the vocational evaluation unit has been an integrated part of a sheltered workshop. The unit has always been reached by passing through parts of the industrial section of the shop. Thus, the atmosphere has always been one of being integrally part of a work situation. This has been very helpful in emphasizing the fact that the vocational evaluation unit, althouth it is a rehabilitation setting, is not part of a hospital, or a primarily medically or psychologically oriented service, but is in fact part of an industrial setting focused toward the world of work. When the Springfield Goodwill Industries moved to its present single story factory building in 1964 a 6000 square foot space became available for the vocational evaluation unit, situated directly next to the industrial sub-contract department. This building has been increasingly helpful in providing the atmosphere of work. Because the various departments are not physically partitioned off, the clients undergoing evaluation and work adjustment are able to see the work activities that occur throughout the entire building. As a result, there is fostered the atmosphere of being intimately part of a large industrial organization. Although the changes in attitudes or feelings attendant upon this kind of setting have not been measured, the staff feels unanimously that it has helped to foster a realistic atmosphere. It has helped to wean many clients from utilizing the situation to gratify their dependency needs, and to foster a more positive productive work orientation.

3. Importance of Realistic Demands accompanied by Acceptance of Handicap

The program of the vocational evaluation unit is organized in such a way that the client soon realizes that the function is not to offer psychotherapy or medical services, but to assist him to adjust to the demands of a real work situation, albeit in a therapeutic atmosphere. It is the intention that the client perceive the evaluation supervisor as a work foreman and not as a counselor or social worker. The client learns that he is expected to abide by work rules and if he needs counseling or medical help he will be referred to his own counselor or doctor at a time which does not interfere with work. The goal is to have the vocational evaluation as closely akin to the actual work situation as possible. While the demands made on the client thus are realistic, and the atmosphere as described above, is an industrial one, at the same time the clients' real handicaps are accepted by the staff and by the fellow workers and clients. The Goodwill Industries is so organized that fairly severe disturbances and disabilities are handled routinely. For example, cases who experience epileptic seizures in the plant have been worked with for a long time. When such a seizure occurs the client is routinely removed and placed in the doctor's office. Professional and non-professional staff members are instructed in how to routinely handle such emergencies and can carry out the required first aid measures. If medical help is required a medical consultant can be called in. Although such occurrences naturally result in a temporary disturbance of work activities in the immediate area, the staff and counselors accept them matter-of-factly and the work process is interrupted only for a brief time. This basic matter of factness and the fact that everyone is handicapped in one way or another, and some in very visible ways, frequently results in a reduction of concern and anxiety of each client with his own handicap and a conscious awareness that many others are equally severely handicapped and some are worse off. As a result, there is a reduction of exploitation of each person's handicap by himself as a way of gaining sympathy or being excused from work. With this increased acceptance the attitudes of each client about himself improve, and some of them carry over into non-work settings, so that improved behavior is reported from home and other non-Goodwill settings. These changes have been documented in the study of the experimental workshop for the severely disabled by Garrett.

4. Importance of Group Setting

Although work stations and evaluation experiences may be individual, the entire vocational evaluation unit, and its adjuncts, carries out its activities in a group setting. Except during individual counseling interviews, or medical examinations, the client always is part of the total group working in the large, open Goodwill building. Even the medical and counseling offices are located on the periphery of the general work areas and thus the work area remains in full view at all times. In addition, rest breaks and lunch periods are usually spent in group activities. These non-working periods are perceived as an important phase of the rehabilitation process, during which many tasks are carried out which an individual must be able to perform before he can function on his own in a non-work setting. The client engages in suitable socialization with fellow workers and develops ability to handle money to purchase his own lunches, coffee and other small necessities within the plant. Socialization patterns during these periods are observed informally and, at times, formally by the project staff and the clients are rated on their ability to appropriately participate in these behaviors. As the vast majority of actual employment settings are group settings, in which supervision is limited during break and lunch periods, it is extremely important that evaluations and training includes provision for these activities. A basic of entrance requirements, into the evaluation unit, has been that either immediately, or with relatively little training, the client shall be able to handle his own toilet activities, breaks and the lunch period.

In addition, the ability to use public transportation, alone or in groups, is often of considerable importance. Success in using public transportation depends heavily not only on understanding and ability to find directions, but on appropriate behavior in the essentially social mass transportation experience. As this project is ending the Goodwill Industries has acquired a school bus in which groups of handicapped individuals are being transported to and from Hartford. Arrangements have been made to have a Rehabilitation Counselor travel on this bus in order to observe the group's behavior and to further expand the evaluation of each client in depth in realistic situations.

VI. SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

A. Summary

This research and demonstration project has successfully established a Vocational Evaluation Unit which provides rehabilitation services not previously available in the Springfield area, and which has become an accepted part of this area's rehabilitation resources. The existence of this unit has stimulated the development of several additional rehabilitation services and projects in the Goodwill Industries and in the surrounding community. The Vocational Evaluation Unit has also become a center of dissemination of rehabilitation knowledge, attitudes and techniques to the local community. Finally, the stage has been reached where the continued existence of the Vocational Evaluation Unit is assured through the support of local funds, partially in the form of fees for services paid by the local rehabilitation agencies, and partially by funds, space and services provided by the Springfield Goodwill Industries.

When the Vocational Evaluation Unit was initiated in 1961, the services it was to render and the objectives it was to aim for, were specified. These were as follows:

1. Establishment of a system for evaluation of the individual's vocational potential for rehabilitation. This goal has been successfully realized in a number of ways. In the early days of the Vocational Evaluation Unit, a system of simulated work tasks was developed and the tasks were carefully worked out. Standardized methods of administration were developed and norms for each task were established. The work evaluators were trained in the administration of these tasks and in the observation and evaluation of the clients during their performance. It was found that because of the educational and intellectual level of many of the referred clients, these tasks had to be simpler than those that were currently being utilized in other rehabilitation projects. No reliance could be placed on written instructions. Instead, all tasks had to be worked out for verbal instructions and demonstrations. Some difficulties were experienced in standardization and in validation because of the heterogeneous client population, with a wide diversity of handicaps, who progressed from the evaluation unit to a wide variety of other rehabilitation agencies and settings so that a detailed follow-up program was not always possible. Report and rating forms for these tasks were developed and have been successfully used since the initiation of the unit. In addition, scholastic aptitudes and achievement tests, and occasional paper and pencil vocational interest tests have been used where indicated. Many individuals have also been evaluated in live work situations in which they have obtained actual remuneration in the form of money.

2. Establishment of counseling and guidance services for clients of the unit, and development of a personal adjustment - work adjustment program. As originally conceived, the personal adjustment program was to provide assistance to the clients in modifying and enhancing their social and work personalities through the aid of counseling procedures. Counseling was carried out primarily by the Project Director functioning as a rehabilitation counselor, and by the social worker. Individual and group counseling experiences were provided. It was found that personal adjustment by itself was most important only for those clients in whom vocational adjustment was likely to be very limited. For the majority of clients, a combined personal adjustment - work adjustment approach seemed indicated, to help the clients achieve an optimal adjustment to the world of work, either in a competitive or a sheltered setting. The personal adjustment - work adjustment concept has been worked out by the Springfield Goodwill Industries, as follows:

> "Personal Adjustment - Work Adjustment training has as its objective mobilizing energies, building tolerances and work habits for the stresses of work and compentencies for the selected activities that constitute work. The emphasis is on the development of productivity and the factors such as persistence, ability to absorb pressures, neatness, concentration, acceptance of regulations and development of good interpersonal relations on the job. Each client's personal adjustment - work adjustment program commences with a permissive climate and gradually progresses to disciplined structured environment commonly found in competitive industry. The objectives are to promote personal adjustment to the general work setting and to help each client reach a point where he has the proper traits required of most workers. Each client is expected to eventually reach the point where his personal grooming, communication with others, and his general behavior is acceptable by other people in competitive industry.
>
> As the client's personal adjustment improves, the occupational orientation is gradually sharpened. To help the client develop the image of a good worker, or organize his efforts and energies, and acquire suitable work patterns, the personal adjustment - work adjustment program is carried on in a progressively less permissive atmosphere. Gradually, more structured standards of quality and quantity are imposed. The kinds of pressures that may be expected in a competitive work situation are gradually brought to bear upon each client."

As the vocational evaluation unit has existed over time, increased use has been made of the personal adjustment - work adjustment program. It has been found that for many of the severely and multiply handicapped clients, the personal adjustment - work adjustment program provides a prolonged work experience in a rehabilitation setting, which allows them to gradually internalize those motivations and develop the characteristics that make for a good worker.

The various rehabilitation agencies in the area have gradually begun to recognize the efficacy of this program and are now providing funds to allow clients to continue in the personal adjustment - work adjustment phase of the program as long as is necessary for optimum success of the rehabilitation program.

3. Establishment of On-The-Job Training Programs for training in areas that are not readily available or feasible through traditional local sources. A carefully worked out program of on-the-job training has been set up as part of the vocational evaluation unit. The emphasis in this training program has been the acquisition of skills that can be acquired through on-the-job training of relatively short duration and for which jobs are immediately available in the community. There has been no duplication with more prolonged apprenticeship programs or training requiring extended schooling. The provision of such training has been left to the traditional rehabilitation agencies in the community. The experience of the vocational evaluation unit has been that traditional trining programs tend to demand levels of education and intelligence as well as past successful performance, such as high school graduations, which many of the clients of the vocational evaluation unit cannot meet. As a result, there has been little or no duplication of the on-the-job training program as developed here with more traditional training programs in the community.

   The establishment of this program has helped to facilitate the involvement of the regular Goodwill sheltered workshop supervisors with the more formal rehabilitation programs. They have been involved in writing the training specifications, and they provide the actual training and supervision. They carry out these activities in consultation with rehabilitation personnel.

4. To assist clients in this program in their search for employment through cooperation with available and established placement resources. A very close relationship has developed between counselors from the Massachusetts Rehabilitation Commission, the Massachusetts Division for the Blind, the Connecticut Rehabilitation Agencies and the State Employment Service. Hardly a day goes by that someone from these agencies does not stop in to talk with the Director about problems relating to a particular client. By developing an atmosphere in which information is interchanged freely and easily many of the shortcomings that can occur in the rehabilitation process by referral from one agency to another, without sufficient information, or contact, have been avoided.

   It has also become apparent that although for many clients the referring agencies are able to provide further training and placement, nevertheless many of the clients are very difficult to place and begin to look to the unit personnel as a source for further help and placement. Eventually, this resulted in the hiring of a Placement Counselor.

The hiring of this Counselor has made available a person who serves as a liaison between the rehabilitations agencies, the Vocational Evaluation Unit, the state and private employment services, and private industry. Since a free and informal exchange of information about placement opportunities has developed there has been an increase in the successful placement of individuals passing through the evaluation unit. The experience of the evaluation unit has been that placement is often the greatest bottle-neck in any rehabilitation program. Frequently all paths from several rehabilitation agencies and units lead to one overworked placement counselor in the state employment service who with the best of intent cannot serve everyone adequately. As a result, one of the best investments that a rehabilitation program can make is the hiring of its own energetic, industrially and rehabilitation oriented placement counselor.

5. Adaption of Goodwill facilities for more intensive rehabilitation and training purposes. As the Vocational Evaluation Unit has existed within the Goodwill Industries, the existence of the sheltered workshop facilities and equipment have made possible the development of the above described On-The-Job Training facilities, the growth of an industrial sub-contract workshop, the development of a pilot project for a workshop for the severely retarded, and a project for the vocational rehabilitation of the youthful offender. In addition, the vocational evaluation unit's existence has contributed to the purchase of a larger building for the Goodwill Industries and recently to the instaliation of a cafeteria,-and an automotive repair shop, both to be used as a training setting for the disabled.

6. To make effective and disseminate, through the Vocational Evaluation Unit, knowledge of the concepts, methods, techniques and procedures of vocational rehabilitation as they have been developed in the present and related prior projects.

   The Goodwill Industries Vocational Evaluation Unit has been visited by a large number of individuals and groups from other rehabilitation agencies, both public and private, including representatives from the Massachusetts Rehabilitation Commission, the Connecticut State Rehabilitation agencies, the Veterans Administration, other Goodwill Industries and local school systems. Many speaking engagements have been fulfilled by professional staff members with employment agencies, business and professional groups, fraternal organizations and schools. The Vocational Evaluation Unit has developed close liaison with the Rehabilitation Counseling Program at Springfield College. The Project Director serves on the advisory board of that program, while the Director of the Rehabilitation Counseling Program serves as advisor to the Goodwill Industries Rehabilitation Committee. The Vocational Evaluation Unit continues to serve as a major practicum setting for Springfield College Rehabilitation Counseling students.

7. To provide research opportunities in areas related to the Unit. From the beginning the Vocational Evaluation Unit has had an open referral policy. Almost all cases have been accepted for evaluation, regardless of nature, severity or multiplicity of handicap. The unit has tried to render maximal service to the referral agencies and to the clients. As a result, no control or restriction of intake was ever practiced for research purposes.

   Because of this policy, data about clients has tended toward great variability. Although simulated work tasks were standardized, validation procedures require reasonably uniform criterion groups which usually could not be accumulated. In addition, it became obvious that the Project was understaffed, and that too many duties were required of the Director - that in particular he, of necessity, was drawn into the daily counseling of clients. In addition, the initial research objectives were not entirely realistic, too much having been programmed for too little staff. However, a great deal of programmatic and clinical information was, nevertheless, learned. A specific research consultant, as well as adequate staff time for research were built into the next project - for the habilitation of the youthful offender. In addition, it became apparent that with very severely disabled clients, the evaluation approach has to be essentially a clinical one, with the specific simulated and actual work tasks, the personal adjustment - work adjustment program, and such factors as group versus individual work setting, being tailored to the needs and capabilities of the individual client.

B. Implications

The results of the four year existence of this project indicate that the presence of such an activity can have a profound effect in infusing an increased rehabilitation orientation and acceptance of rehabilitation concepts in the parent organization and its personnel. In the case of the Springfield Goodwill Industries it has contributed to the development of new programs for the habilitation of the youthful offender and the task training for the severely retarded. It has stimulated the development of an active group of Medical, Psychological and Psychiatric Consultants. It has contributed to the development of a Cafeteria, an Automotive Repair Shop, and to the expansion of the subcontract shop. It has resulted in the expansion of the Goodwill Rehabilitation staff.

The existence of the unit within the larger environs of the Goodwill Industries workshop has indicated the value of carrying on such rehabilitation activities in an industrially oriented, realistic work atmosphere. It has helped emphasize the value of monetary rewards as an incentive and rehabilitation tool. It has helped to focus on the importance of carrying out vocational evaluations over a period of time, to make possible a judgment of the extent to which a client can become involved in the rehabilitation process. The unit's experience has emphasized the importance of an intensive, well-coordinated and followed up placement program. In its pilot project for the severely disabled it has shown the remarkable extent to which clients in a very low I.Q. range can improve in social and occupational adjustment when they are trained in a realistic, adult work setting.

C. Recommendations

1. The philosophy of this project has been to provide a realistic longitudinal and in depth vocational evaluation for clients of referring agencies. This process has included the assessment of whether or not clients can become involved in rehabilitation activities over time. The emphasis has always been on carrying these evaluations out in a realistic work oriented setting.

2. Vocational evaluation should be carried out in a setting having a work orientation and atmosphere. Clinic, hospital, or school like aspects of the programs should be de-emphasized. The former subtly encouraged emphasis on the handicap itself, while the latter has been associated with failure experienced by many handicapped and lower socio-economic class individuals. By emphasizing a work orientation from the beginning, with realistic expectations and rewards permeating the evaluation setting, the problems of secondary gain derived from the handicap itself will be reduced.

3. Vocational evaluation should be carried out as an adjunct to a sheltered workshop, or some other actual work setting. This enhances the above described work orientation for both the personnel and the clients. The presence of pressures attendant upon actual production activities, the interrelationships with staff members responsible for production, the visible movement of considerable volumes of material in and out of an industrial situation serve to make the presence and demands of the work-a-day world more realistically felt by the staff, and provide a setting in which the client can gradually become accustomed to the expectation of functioning in such a situation.

4. Vocational evaluation must be geared to the multiply and severely handicapped. Particularly when a vocational evaluation facility accepts clients only by referral from other agencies, those clients who can be aided through more traditional vocational guidance and counseling procedures, or through the utilization of traditional educational resources, will be selected out prior to referral. It was the expressed purpose of the present unit to provide services not previously available to residents of this area. In practice this tended to include many severely and multiply handicapped persons who previously were not considered feasible for rehabilitation services.

5. Although the advisability of mixing individuals with various handicaps and degrees of handicap has been questioned, it was found to be one of the most helpful aspects of the program, and is recommended working in the same setting with others with different and, in some ways, more severe handicaps, helps clients to accept each other more readily, and to develop patterns of helping behavior. The result seems to be a more realistic acceptance of the individual's own handicap by himself, along with concurrent improvement in interpersonal and work behavior. In addition, the leadership potential of some handicapped clients can be brought out and constructively channeled in these situations. Eventually, a group of non-handicapped, delinquent youths was also introduced into the project setting, with the same generally beneficial results.

6. Staff development is an essential function of any vocational evaluation or rehabilitation project. In the present instance a cadre of professional workers was augmented by a group of non-professional, industrial supervisors who were trained in rehabilitation concepts, attitudes and techniques while on the job. This combination of staff provides for a professional outlook and leadership, while at the same time, taking advantage of realistically oriented industrial know-how, as well as the greater closeness of background and reality as role models that industrially trained supervisors provide.

7. Professional Staff: The Project Director has been a professionally trained, rehabilitation counselor, with previous administrative and placement experience. A person with this background brings to the project a background in rehabilitation concepts and techniques, as well as counseling and psychological testing skills. Administrative background is of prime importance because the mechanics of administering a project range over a wide range of activities from the allocating of funds and personnel, to the interrelationships with other agencies. In addition, the rehabilitation counselor becomes involved with vocationally oriented personnel and group counseling. With proper experience in the business and commercial world he will also play a primary role in placement activities. The present project experimented with both professionally trained and non-professionally trained placement personnel. With some additional training both were found to be effective.

   The Social Worker has proved to be a very useful member of the staff, both in individual client counseling, and in obtaining family background and other information. Particularly the latter function became emphasized when it was realized how much time and effort was required to assemble adequate background information on each client.

8. Non-professional Staff: Two kinds of non-professional personnel have been included in the operation of the vocational evaluation unit. The work evaluators were individuals who had previous industrial supervisory experience of a fairly complex nature and whose general level of intelligence, interpersonal skills and interest indicated that they could benefit from on-the-job training in the complex area involving rehabilitation skills. They were included in staff conferences from the beginning, were instructed individually by the Project Director, and were encouraged to become involved in formel training, such as taking part time college courses in the rehabilitation area. This program has benefited in that the evaluators have borne much of the day to day work load of the project, have continued to show interest and initiative, and have remained with the project over a long time span.

   The second group of non-professionals included with the vocational evaluation unit have been the regular Goodwill sheltered workshop supervisors. These all have primarily an industrial background. Some are handicapped themselves. Because of these factors, they serve as much better role models for many of the clients for whom a professional person is a much too distant and unfamiliar model to emulate with any degree of success. They have become involved by having clients assigned to them in the personal adjustment - work adjustment phase of the program, by being included in staff meetings when clients assigned to them are discussed and by being involved in the development and operation of the on-the-job training program, which depends almost entirely on their skills and efforts. Their involvement has contributed significantly to the realism of the whole program, as well as to the success of its long term aspects.

9. The specific work evaluation techniques used play a significant role in the success of a vocational evaluation unit. Traditional paper and pencil vocational evaluation tests are useless in a setting where many clients have limited intelligence and verbal abilities. In addition, they are not perceived by the client as being relevant to his life, i.e., they lack face validity. Simulated work tasks have similar failings - the client soon learns that the work is done over again by the next person, and that the task is essentially meaningless. As face validity increases, that is, simulated work is constructed from easily recognized industrial parts, this difficulty is reduced somewhat. Evaluation on "live" work, which actually is part of a production process, is more effective. The evaluation situation becomes maximally useful if financial remuneration in the form of money is provided. Standardization of evaluation rates may be difficult to achieve for tasks drawn from limited production runs, whose availability depends on the exigencies of an industrial situation. However, industrial time study procedures provide a readily available tool for standardization.

10. The use of psychological tests is an important adjunct to vocational evaluation. In particular, the Wechsler Adult Intelligence Scale provides useful quantitative and qualitative information when administered in the evaluation setting by an examiner familiar with handicapped clients. Simply administered personality tests such as the Draw-A-Person also provides useful information. Where indicated, basic scholastic attainments may be measured by a paper and pencil instrument, such as the Wide Range Achievement Test.

    Severely handicapped or debilitated individuals, as well as many lower socio-economic class members, frequently have experienced tests as failure situations in the past. As a result, they do not experience the almost intrinsic motivation engendered in many less handicapped or higher socio-economic class individuals by tests. Thus it is important that tests have reasonable instructions and high face validity. The presence of the examiner as he asks one question after another is important - born as a continued form of external motivation, and to assess the degree of the client's involvement and other qualitative factors throughout the duration of the test.

11. Counseling plays an important role in the vocational evaluation program. However, as the vocational evaluation setting is essentially a work situation, clients should be encouraged to initially take up problems with their work supervisors or work evaluators. Counseling should be done before or after working hours. The client should be encouraged to realize that this is not a psychotherapeutic situation as such, but a counseling situation that concerns itself primarily with his role and functioning as a worker. Group counseling can also be a valuable tool, particularly in more extended programs, such as a personal adjustment - work adjustment program. Again the focus should be encouraged to remain in the area of interpersonal relations and personal problems as these relate to the role of being a worker. Group counseling should also come at the beginning or end of the working day, so that it does not intrude into work oriented activities.

12. In any vocational evaluation program many clients will be discovered who, although not initially capable of competitive or even sheltered employment, will show signs of being able to become involved and to profit from more extended vocational rehabilitation procedures. In order not to lose the client's momentum gained during the initial evaluation, it is imperative that a vocational evaluation program operate in close liaison with a sheltered workshop situation that is able to offer a personal adjustment - work adjustment program, as well as a sheltered on-the-job training program. To be most effective, these programs should be closely linked to the evaluation program, so that the movement of clients from one to the next is a smoothly coordinated one that does not involve new waiting periods, new evaluations, or the need to relate to an entirely new group of professional personnel.

13. Rapport with referring agencies is absolutely essential if a vocational evaluation program is to function effectively. In the present project the referring agencies were brought in as interested parties at the time of the original proposal. However, to gain long term rapport in depth, it is necessary that direct contact be established between the agencies working personnel and that these contacts be built around the individual clients. Inviting referring agencies personnel to staff meetings, being readily available for telephone and personal contacts, and providing clear and meaningfully written reports all contribute to this process. It gradually fosters the feeling that the vocational evaluation unit personnel is working with the referring counselors for their clients, and develops their feeling that they are a significant part of the vocational evaluation units program.

14. Placement is an essential activity in any vocational evaluation and rehabilitation program. Placement agencies in the community are overtaxed by ex-mental patients, former prisoners, and school dropouts. They find it difficult to give close attention to such a wide spectrum of difficult cases, for whom the time involvement for an agency must often, of necessity, be intense and long. Thus, a placement counselor devoted primarily to the clients of his own program is an important factor for the success of a program. His role is to supplement and coordinate his efforts with those of established rehabilitation and placement agencies, as well as to provide follow-up and service to the clients and employers in the community. The development of a realistic work oriented atmosphere is further enhanced if the placement counselor also handles placements in sheltered workshops or other semi-sheltered settings, so that moving from vocational evaluation to those next phases of rehabilitation takes on many of the characteristics of actually going to work.

15. Documentation of a vocational evaluation project requires considerable emphasis and logistic support. Records that should be easily and routinely available from referral, placement, training, medical and social agencies are slow in arriving and often must be followed up individually. This takes considerable staff time and effort. Collecting,coding and processing research data within a vocational evaluation project requires much greater effort and time committment than is initially expected in agencies that have not previously participated in an organized research and demonstration effort. Personnel time, effort and skills in these areas must be allocated and budgeted for.

APPENDIX A

SPRINGFIELD GOODWILL INDUSTRIES, INC.

BEVERIDGE VOCATIONAL REHABILITATION UNIT

285 Dorset St. — Springfield, Mass.

Date .... VEU No. ....

NAME .... Age........ C........ Sex........
Last First Middle

City ....

Street & No. ....

Birthdate .... Birthplace .... Tel. ....

REFERRED BY — Agency .... Worker .... Prob. Officer....................

Transportation — Self.................. Agency.................. Phone Contact .... Tel. ....

In Case of EMERGENCY Notify: Name: ....

Tel. .... Address: ....

MARITAL STATUS — S............. M............. D............. Widowed .... Separated ....

LIVING WITH — Mother........ Father .... Spouse...... Alone........ Other ....

CHILDREN — No. .... Ages .... Live Home .... Live Away ....

SUPPORT — Self .... Parents .... P.A. .... V.A. .... Vet. Serv. .... Other ....

SOCIAL SECURITY NO. ....

FAMILY	Name	Age	Grade Compl.	Occupation & School
Mother				
Father				
Husband				
Wife				
Siblings 1				
2				
3				
4				
5				
6				
7				
8				
9				

MEDICAL

What is your handicap? ....

Are you on medication? .... Type .... When Taken ....

When did you become disabled? ....

How does your handicap limit the type of work you can do? ....

....

Doctor ....
Name Address

Hospitalization Record

Dates	Hospital	City	Reason

MILITARY

Veteran .... (World I, II, (Korean)

Rejectee .... (4F)

Peacetime .... (service in peacetime)

Non-Vet .... (never in service)

Not Known ....

Discharge .... dishonorable - undesirable

INTERESTS

Have you ever found any work which you really enjoyed? Yes .... No ....

....

If training were available, what kind of work would you most like to do? ....

....

What skills and abilities do you have that might be important in a job? ....

....

....

List any hobbies you may have (such as drawing, music, collection, woodworking, photography, sports etc.)

....

....

VOCATIONAL

What jobs have you held?   List most recent jobs first.

Employer	Dates	Type of Work	Salary	Reason for leaving
1.				
2.				
3.				
4.				

OFFENSES

DATE	OFFENSE	SENTENCE	DETENTION	PROBATION	PAROLE

EDUCATIONAL

Mo. ....

Highest Grade Completed .... School .... Year ....

School last attended .... Grade .... Date ....

Classes — Regular .... Gen. Aux. ....

High School Course — College .... General .... Commerical .... Trade ....

Trade or Technical School — Name .... Dates ....

Courses ....

Reason for leaving School:

Graduated ....

Illness ....

Preferred work ....

Support Self ....

Support Family ....

Marriage or Pregnancy ....

Lack of Interest ....

Expelled ....

School Record:

Scholastic Rating —

Average .... Below .... Above ....

Truant ....

Disruptive in class ....

Disrespectful to Teacher ....

Get along with peers ....

Aggressive with peers ....

Loner ....

Serious school infractions ....

Comments:

SPR FIELD GOODWILL INDUSTRIES, INC.

Beveridge Vocational Rehabilitation Unit

DAILY WORK SHEET

Client ______________________ No. ______________ Date ______________________

Type of Supervision: (Check One) ______ Permissive ______ Supportive ______ Matter-of-Fact ______ Firm ______ Authoritative ______ Controlling

Type of work situation (Check One) ______ Individual task (working alone) ______ Individual task (working in a group) ______ Group task (Assembly-line type)

Job No.	Operation	On	Off	Hours Worked	Pieces Worked	Output per hour	Errors	Ratio to normal	Quality of Work

Worker's Behavior and Performance on the Job (Movement Identification): ______________________

Supervisor ______________________

SPRINGFIELD GOODWILL INDUSTRIES, INC.
BEVERIDGE VOCATIONAL REHABILITATION UNIT
285 Dorset Street — Springfield, Mass.

WORKSHEET FOR WORK SAMPLE EVALUATION

Name: ______________________________ Case # ______________

Date Started: ____________ Completion Date: ____________ Days in Attendance ____________

	Trial I	Trial II	Trial III	Best Effort Percent
A. SORTING:				
1. Screw Sorting				
2. Industrial Tray Work (marbles) fill " " " Unload				
3. Eyelet Sorting				
4. B. B. Board right " " " left				
5. Pin Board right " " left				
6. Hardware Sort				
7.				
8.				
B. ASSEMBLY:				
1. Light Manual (2 pc.) Assembly (bottle caps) Disassembly				
2. Light Manual (7 pc.) Assembly (flashlights) Disassembly				
3. Light Manual (11 pc.) Assembly (shoe bag) Disassembly				
4. Light Mechanical Assembly (motorcycles) Disassembly				
5. Medium Mechanical Assembly (arbor) Disassembly				
6. Medium Mechanical Assembly (bicycle) Disassembly				
7. Medium Mechanical Assembly (bolt board) Disassembly				
8. Heavy Assembly (pipe fitting) Disassembly				
9. Heavy Assembly (gatehinge) Disassembly				
10.				
11.				

	Trial I	Trial II	Trial III	Best Effort Percent
C. PACKAGING:				
1. Bag Folding (Simple)				
2. Bag Folding (Special)				
3. Light Packaging				
(glass frame) unpack				
4.				
5.				
D. MATERIALS HANDLING:				
1. Packing and Shipping				
2. Inventory Taking				
3.				
4.				
E. INSPECTION:				
1. Ruler				
2. Small Parts (Visual)				
3. Small Parts (Gauged)				
4. Spark Plug (Open & Close) Feeler Gauge				
5. Micrometer				
6. Geometric Problem				
7.				
8.				
F. CLERICAL TASKS:				
1. Collating				
2. Card filing (Alphabetical, 500)				
3. Card filing (Numerical)				
4. Folder filing (Alphabetical)				
5. Folder filing (Numerical)				
6. Phone Book Test				
7. Mail Sorting				
8. Envelope Stuff				
Envelope Unstuff				
9. Name and Number				
10. Proof Read				
11.				
12.				

	Trial I	Trial II	Trial III	Best Effort Percent
G. ELECTRICAL:				
1. Assembly				
2. Hook Up				
3. Component Testing				
4.				
5.				
H. MANUAL SKILLS:				
1. Stapling--Hand				
2. Stapling--Foot				
3. Coil Winding				
4. Hand Sanding				
5. Buffing Wheel				
6. Grinding Wheel				
7. Soldering Torch				
8. Sewing Machine				
9. Drill Press (Manual)				
10. Pneumatic Foot Press				
11.				
12.				
I. CLERICAL EQUIPMENT OPERATION:				
1. Typewriter				
2. Adding Machine (Electric)				
3. Multilith				
4. Graphotype:				
a. Blank				
b. Emboss				
5. Addressograph				
6. Paper Shear				
7. Mimeograph				
8.				
9.				

	Trial I	Trial II	Trial III	Best Effort Percent
J. JANITORIAL:				
1. Replacing washer in faucet				
2. Floor Sweeping				
3. Window Wash				
4. Domestic Cleaning				
5.				
6.				
K. SPECIAL TASKS:				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

SPRINGFIELD GOODWILL INDUSTRIES, INC.
BEVERIDGE VOCATIONAL REHABILITATION UNIT
285 Dorset Street - Springfield, Mass.

____

Case No. ________

____

CASE REPORT

________ (Client's Name) ________ (Address)

____

________ Sex ________ Age ________ Social Security Number ________ Telephone

Referred by: ________ (Agency) ________ (Counselor)

Attendance: ________ Started ________ Completed ________ Tot. Dys.

Dates Absent
(1) ________
(2) ________
(3) ________

Characteristics: Punctual ________ ________

Tardy ________ (Mornings) ________ (After Breaks)

1. FAMILY:

Status: S ________ M ________ D ________ W ________ Sep. ________

Living with: Parents ________ Spouse ________ Alone ________ Other ________

	Name	Age		Name	Age
Mother:			Children:		
Father:					
Siblings:					

2. MEDICAL:

Diagnosis ________ (Primary) ________ (Secondary)

Limitations ________ ________

Medication: Yes ________ No ________ Other current treatment: ________

Special Observations: ________

____

____

CASE SUMMARY (2)

3. PSYCHOLOGICAL:	Test	Date	Results
Intelligence:	____	____	____ ____
Achievement:	____	____	____ ____
Interest:	____ ____	____ ____	____ ____
Other:	____ ____	____ ____	____ ____

4. **EDUCATIONAL:**

Last School Attended ____ (School) ____ (Address) ____

Highest Grade Completed ____ (Regular ____ G. A. ____)

Course of Study: College ____ General ____ Commercial ____ Trade ____

Courses taken: ____ ____ ____

____ ____ ____

Reason for leaving school: Graduated ____ Job ____ Other ____ (Specify)

5. **VOCATIONAL:**

	Employer	Dates	Occupation
1.	____	____	____
2.	____	____	____
3.	____	____	____
4.	____	____	____

6. **SOCIAL WORKER'S REPORT:**

(a) Language Skills & Level: ____

____

(b) Dependency: ____

____

(c) Effect of handicap on client: ____

____

____

(d) Marketability of client: ____

____

CASE SUMMARY (3)

6. (e) Evaluation of work history: ______________________________

____

____

(f) Attitudes and Motivations: ______________________________

____

____

(g) Evaluation of Appearance: ______________________________

____

____

(h) Problems encountered during program and degree of their resolution as a result of counselling:

Areas:	Good	Fair	Poor
Orientation			
Personal Adjustment			
Social Adjustment			
Adjustment to shop rules			
Adjustment to changes in tasks			
Adjustment to work stresses			
Adjustment to work demands			
Adjustment to changes in supervisory attitude			

SUPERVISOR'S REPORT:

(a) Work Attitudes ______________________________

____

____

____

(b) Responses to Work Pressures: ______________________________

____

____

____

____

(c) Self Concept: ______________________________

____

____

(d) Relations to Co-Workers: ______________________________

____

____

CASE SUMMARY (4)

7. (e) Reaction to Supervision: ______________________________

(f) Functioning Level of Ability: ______________________________

8. SUMMARY:

9. RECOMMENDATIONS:

(Date) ____________________

A. J. GAGNON
Rehabilitation Director

Springfield Goodwill Industries, Inc.
VOCATIONAL EVALUATION-WORK ADJUSTMENT UNIT

Client____________
Period_____to_____

EVALUATION RATING SHEET
(Foreman's Report)

I. WORK SATISFACTION

a_______Positive attitude to work; derives satisfaction from working

b_______Negative attitudes to work; work is distasteful

c_______Neutral attitudes to work; works because he/she must

d_______Needs encouragement in order to work at capacity

e_______Need prodding in order to work at capacity

f_______Will not work at capacity under any shop conditions

g_______Works to capacity without special treatment

II. WORK PRESSURES

a_______Output at an industrial level (100 and over)

b_______Output meets shop average (75 to 90, sheltered)

c_______Output below shop average (Below 75, potential to low)

d_______Can respond to pressure for increased output: Supervisory-Group-Line

e_______Cannot respond to pressure for increased output: Supervisory-Group-Line

f_______Cannot sustain increased output under pressure

g_______Output deteriorates under pressure for more output: Supervisory-Gp-Line

h_______Quality satisfactory - unsatisfactory - questionable

i_______Can improve quality under pressure for more output: Supervisory-Gp-Line

j_______Cannot improve quality under pressure to do so: Supervisory-Gp-Line

k_______Cannot sustain improvement in quality under pressure to do so: S-Gp-Line

l_______Quality deteriorates under pressure for greater output: Super-Gp-Line

m_______Dislikes routine work; needs activity and change of scene

n_______Accepts routine work

O_______Is flexible, responds to emergencies and changes in work routine
p_______Is rigid, uncomfortable if asked to change work unexpectedly.
q_______Consistent worker; maintains even pace
r_______Inconsistent in output

EVALUATION RATING SHEET (Foreman's Report)

III. CONCEPT OF SELF AS A WORKER

a____Accepts role as a productive worker
b____Regards work as distasteful, but has to be done
c____Role of worker is not understood
d____Confidence in ability to work
e____Lack of confidence in ability to work
f____Conceives self as:
____Professional or managerial worker
____White Collar worker
____Manual worker

Encircle appropriate comments: Regular attendance; irregular attendance; conforms to work rules; violates work rules; takes the Unit seriously; comes to the Unit because has to; conceives of Unit as a place socialize.

Behavior: Tries to learn; handles complex tasks; handles only single tasks; distractible; concentrated; works steadily; has seizures; has delusions.
Learning of a job is best in following situations: Ind. - Group - Line.
Transfer of learning is most efficient in following situations: Ind.- Gp-Line.

IV. RELATIONS TO CO-WORKERS

a____Relates actively to others; easily becomes part of group
b____Tends to shun contacts; keeps mostly to self
c____On fringe of groups; physically there, but not really a participant
d____Avoids interpersonal contacts; an isolate
e____Friendly, out going, popular
f____Aggressive towards other; provocative; quarrelsome; irritable
g____Passive towards others; shuns arguments
h____Essentially a leader in group
i____Essentially a follower in group

Remarks: Controlled - impulsive; talkative - quiet; relates - withdrawn; helpful - competitive; provacative

Best work performance obtained in: Individual tasks (working alone); Individual tasks (working in a group; Group tasks (Assembly line type of work).
Manifested work skills in: Sorting; Assembly; Packaging; Materials Handling; Inspection; Clerical Tasks; Basic Tools; Manual Skills; Clerical Equipment; Janitorial; Other.

V. REACTION TO SUPERVISION

a____Requires supportive, firm, matter-of-fact, authoritative control.
b____Requires more than normal amount of supervision.
c____Requires only normal amount of supervision
d____Resists supervision, but is able to perform
e____Requires emotional support from supervisor
f____Cannot accept supervision

REMARKS: Depends on supervision to enable him to work; sulks; gets angry; used to better job; tries to do the job well.

Remarks:

Springfield Goodwill Industries, Inc.
VOCATIONAL EVALUATION....WORK ADJUSTMENT UNIT

Client ______________

Period: ________ to ________

WORK ADJUSTMENT RATING SHEET

I. WORK SATISFACTION

a. ______ Positive attitude to work; derives satisfaction from working
b. ______ Negative attitude to work; work is distasteful
c. ______ Neutral attitude to work; works because he/she must
d. ______ Needs encouragement in order to work at capacity
e. ______ Needs prodding in order to work at capacity
f. ______ Will not work at capacity under any shop conditions
g. ______ Works to capacity without special treatment
h. ______ Steadiness of work: simplest production tasks
    1. Very steady worker during entire daily work period
    2. Reasonably steady worker during entire daily work period
    3. Questionable or borderline steadiness during entire daily work period
    4. Inadequate or unsatisfactory steadiness during entire daily work period
i. ______ Steadiness of work: more complex production tasks
    1. Very steady worker during entire daily work period
    2. Reasonably steady worker during entire daily work period
    3. Questionable or borderline steadiness during entire daily work period
    4. Inadequate, or unsatisfactory steadiness during entire daily work period
j. ______ Steadiness of work: non production task
    1. Very steady worker during entire daily work period
    2. Reasonably steady worker during entire daily work period
    3. Questionable or borderline steadiness
    4. Inadequate or unsatisfactory steadiness
k. ______ Willingness to work at tasks generally regarded as unpleasant
    1. Willing to work at assigned task
    2. Slightly unwilling
    3. Moderately unwilling
    4. Highly unwilling

II. WORK PRESSURES

A. ______ Output at an industrial level
b. ______ Output meets shop average
c. ______ Output below shop average
d. ______ Can respond to pressure for increased output: Supervisory-Group-Line
e. ______ Cannot respond to pressure for increased output: Supervisory-Group-Lin
f. ______ Cannot sustain increased output under pressure
g. ______ Output deteriorates under pressure for more output:Supervisory-Group-Li
h. ______ Quality satisfactory
i. ______ Can improve quality under pressure for more output:Supervisory-Group-Li
j. ______ Can improve quality under pressure to do so: Supervisory-Group-Line
k. ______ Cannot improve quality under pressure to do so:Supervis
______ Cannot sustain improvement in quality under pressure
Group-Line
l. ______ Quality deteriorates under pressure for greater output: Supervisory-Group-Line
m. ______ Dislikes routine work; needs activity and change of scene
n. ______ Accepts routine work
o. ______ Is flexible; responds to emergencies, and changes in work routine
p. ______ Is rigid, uncomfortable if asked to change work unexpectedly

[illegible] even pace
r.______Inconsistent in output
s.______Physical tolerance for work: no complaints; some complaints; moderate
complaints; refusal to work
t.______Emotional tolerance for work: no complaints; moderate complaints;
refusal to work

III. CONCEPT OF SELF AS WORKER

A.______Accepts role as a productive worker
b.______Regards work as distasteful, but has to be done
c.______Role of worker is not understood
d.______Confidence in ability to work
e.______Lack of confidence in ability to work
f.______Conceives self as:
______Professional or managerial worker
______White collar worker
______Manual worker

Encircle appropriate comments: Regular attendance; irregular attendance;
conforms to work rules; violates work rules; takes Unit seriously;
comes to Unit because he/she has to; conceives of Unit as a place to
socialize

BEHAVIOR: Encircle appropriate comments: Tries to learn; handles complex
tasks- handles only single tasks; distractible; concentrated; work steadily;
has seizures; has delusions. Learning of a job is best in following
situations: Indiv_Group_Line. Transfer of learning is most efficient in
following situations: Indiv_ Group_Line

IV. RELATIONS TO CO-WORKERS:

A.______Relates activity to others; easily becomes part of group
b.______Tends to shun contacts: keeps mostly to self
c.______On fringe of groups; physically there, but not really a participant
d.______Avoids interpersonal contacts: an isolate
e.______Irritable as a result of co-workers behavior
f.______Agressive towards others; provacative; quarrelsome; irritable
g.______Passive towards others; shuns arguments
h.______Essentially a leader in a group
i.______Essentially a follower in a group j______friendly, out-going, popula

REMARKS: ENCIRCLE appropriate comments. Helpful - competitive;
Controlled - impulsive: Talkative - quiet; Relates - withdrawn; Provacative

Responds to own mistakes and reacts appropriately - shows no appropriate
responsesto own mistakes. Able to organize work method - adapts work method
inappropriate for assignment. No impairment of manual dexterity as related
to work requirements - Manual dexterity impairment present: moderate; slight;
severe. Occupational limitations of client as a result of handicap: none;
slight limitations; moderate limitations; severe limitations.
Manifested work skills in: gross manual tasks; fine dexterity tasks; simple
machine operation; complex machine operation; packing for shipment; custodial
tasks.
Best performance obtained in: Individual tasks (working alone); Individual
tasks (working in group); Group tasks (assembly line type of work).

V. REACTION TO SUPERVISION: a.______Requires matter of fact supervision
b.______Requires authoritative control; c.______Requires more than the normal
amount of supervision. d.______Requires only normal amount of supervision.
e.______Resists supervision, but is able to perform

f.______Requires emotional support from supervisor g.______Cannot accept supe
h.______Inappropriate personalization of relations with foreman.
i.______Attempts to control foreman so as to manipulate worker-foreman relatio
ships.

REMARKS: Encircle appropriate comments: Depends on supervision to enable him
to work; sulks, gets angry; used to better job; tries to do the job well.

SPRINGFIELD GOODWILL INDUSTRIES, INC.

DAILY REPORT FOR SUPERVISORS

Name________________________________ Date____________________

Department_____________________Supervisor______________________

JOB ASSIGNED	No. Pieces completed	Quality

Attitude toward Supervision: (check one)

- __________Cooperative
- __________Neutral
- __________Uncooperative

Reaction to co-workers: (check one)

- __________Over friendly
- __________Friendly
- __________Keeps to himself
- __________Hostile

Comments and Remarks:

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